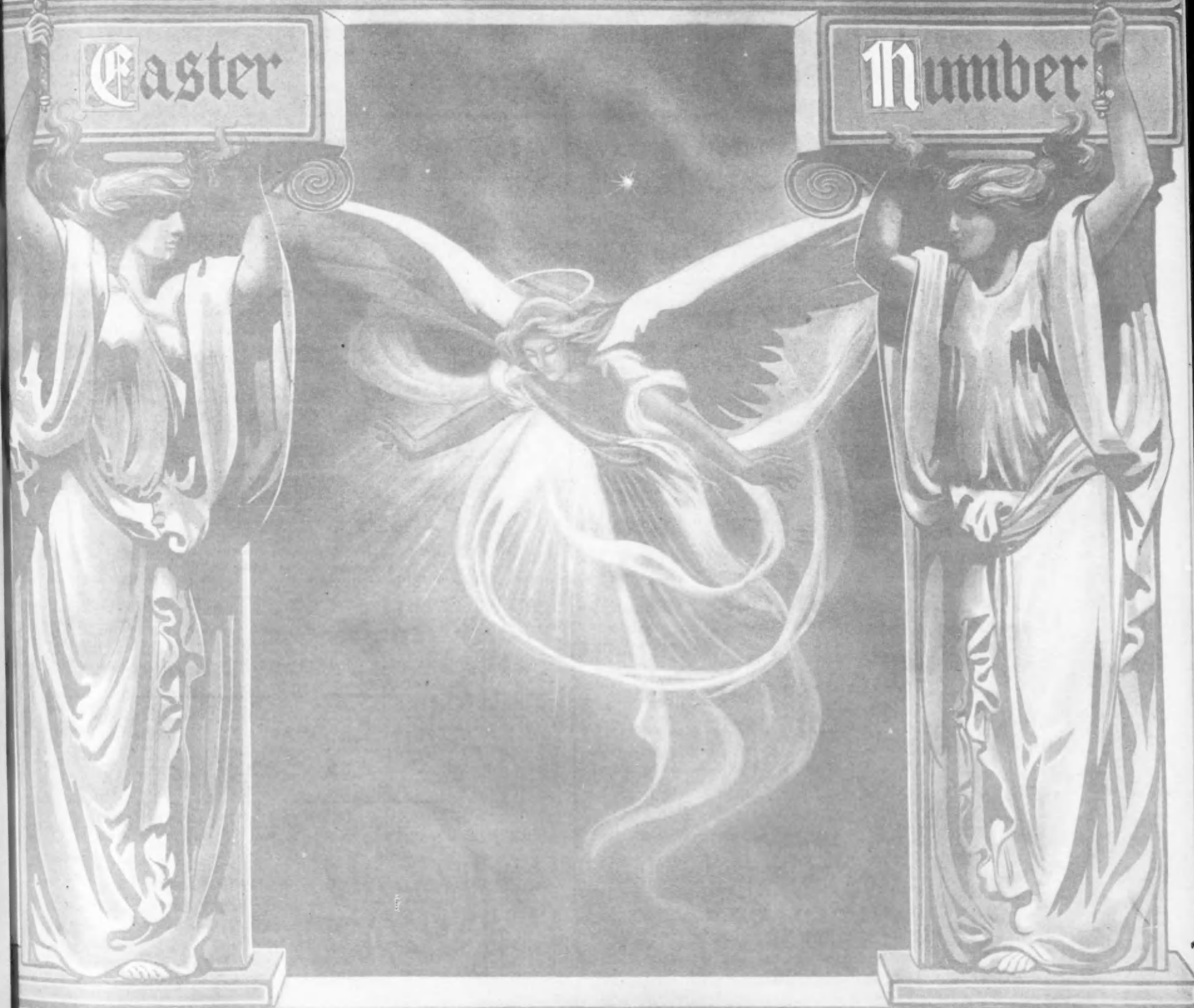


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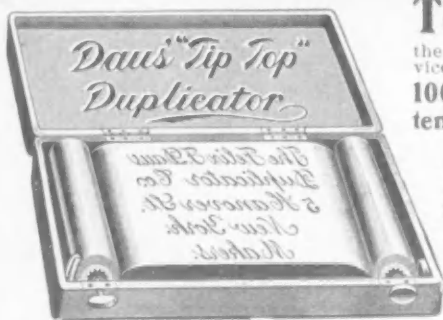
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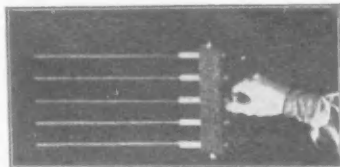
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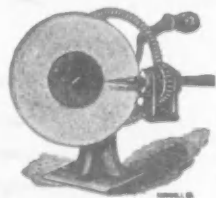
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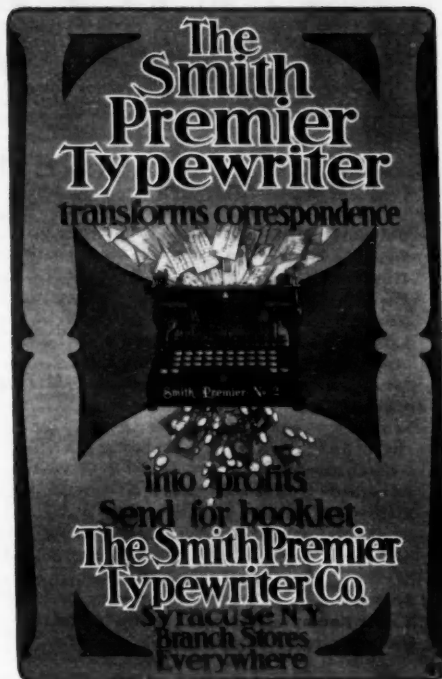
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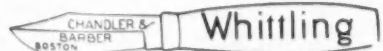
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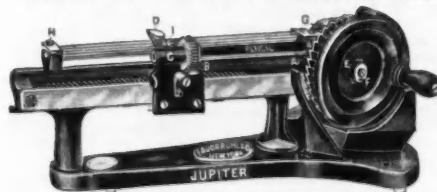
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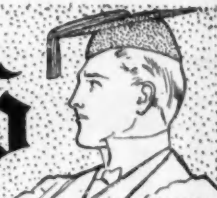
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ABBREVIATIONS.

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Educational	Educational Publishing Co.	New York, Chicago.
Ginn	Ginn & Co.	Boston, New York, Chicago.
Heath	D. C. Heath & Co.	Boston, New York, Chicago.
Houghton	Houghton, Mifflin & Co.	Boston, New York, Chicago.
Jenkins	Wm. R. Jenkins	New York City.
Longmans	Longmans, Green & Co.	New York.
Maynard	Maynard, Merrill & Co.	New York, Chicago.
Merriam	G. & C. Merriam Co.	Springfield, Mass.
Macmillan	The Macmillan Co.	New York, Chicago.
Meyers	Myers, Fishel & Co.	Harrisburg, Pa.
National	National Publishing Co.	Louisville, Ky.
Peckham	Peckham, Little & Co.	New York.
Pitman	Isaac Pitman & Sons	New York.
Prang	Prang Educational Co.	Boston, New York, Chicago.
Sadler	Sadler-Rowe Co.	Baltimore.
Scott	Scott, Foresman & Co.	Chicago, New York.
Silver	Silver, Burdett & Co.	Boston, New York, Chicago.
Sower	Christopher Sower Co.	Philadelphia.
Thompson	Thompson, Brown & Co.	Boston, Chicago.
University	University Publishing Co.	New York, New Orleans.

ALGEBRA.

Wentworth Series	Ginn
Beman & Smith	Ginn
Wells' Series	Heath
Bowser's Series	"
McCurdy's Exercise Book	"
Freeland's	Longmans
Hall & Knight's	Macmillan
Thompson's New	Maynard
First Book	Silver
Aley & Rothrock	"
Atwood Series	"
Lilly's Series	"
Brooks'	Sower
Beginners'	Thompson
Bradbury Series	"
Fairbanks & Hebdon	"
Sanford's Ele.	University
Nicholson's Ele.	"
Venable Series	"

ARITHMETIC.

Wentworth Series	Ginn
Speer's	"
Beman & Smith	"
Prince's	"
Smith's	"
Walsh's Series	Heath
Eaton's	"
Atwood's Series	"
Sutton & Kimbrough's	"
White's Series	"
Colburn's	Houghton
McLellan & Ames' Series	"
Thompson's 1st Les.	Maynard
Thompson's Complete	"
Commercial Arithmetic, College Ed.	Sadler
Commercial Arithmetic, School Ed.	"
Essentials of Arith.	"
Belfield's Ele.	Scott
Rational Ele.	"
Rational Gr. Sch.	"
Belfield's	"
Normal Course	Silver
Van Amburg's First Days	"
Sensling & Anderson Series	"
Pierce's Series	"
New Complete	"
Brooks' Series	Sower
Brooks' Mental	"
Nichol's Graded Les.	Thompson
Cogswell, Lessons	"
Bradbury's Eaton's	"
Nicholson's Series	University
Sanford's Series	"
Venable's Series	"

ART.

Riverside Series	Houghton
VanDyke's Painting	Longmans
Hamlin's Architecture	"
Ham's Sculpture	"
The Principles of Art Education	Prang
Abbott-Gaskell's Outlines	Silver

ASTRONOMY.

Young's	Ginn
Ball's Elements	Macmillan
Howe's Elements	Silver
Peck's Constellations	"

BIOLOGY.

Boyer's	Heath
Bigwood's	Longmans
Parker's	Macmillan

BOOKKEEPING.

Gay's	Ginn
Moore & Miner's	"
Shaw's Ele	Heath
Seavy's Practical	"
Montgomery's Mod	Merrill
Rowe's Comm. Indus-	"
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Hall's Art of Accounts	Silver
Mayhew's Series	"
Lyte's Book	Sower
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American Accountant	University

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Bergen's	Ginn
Grays	"
Wood's	"
Spalding's	Heath
Stevens	"
Bailey's	Macmillan
Bailey's Lessons	"
Harnberger's Herbarium	Sower

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McGregory's	"
Shepard's	Heath
Inorganic	"
Note Book	"
Remsen's Organic	"
Newell's Descriptive	"
Newell's Experimental	"
Garvin's Qualitative	"
Newth's Inorganic	Longmans
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Ele. Inorganic	"
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Chem. Lect. Exp.	"
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Davis' Elements	Scott
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perimental	Silver
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Appleton's Series	"

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Young's	Maynard
Mowry's Elements	Silver
Mowry's Studies	"
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White's Business Law	Silver
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Course	Heath
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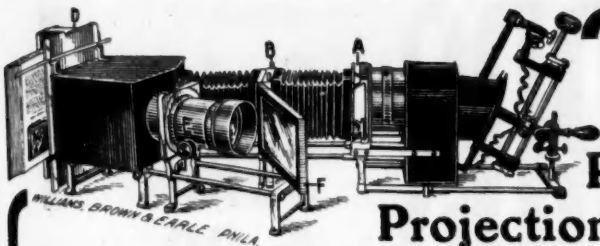
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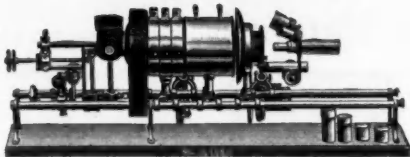
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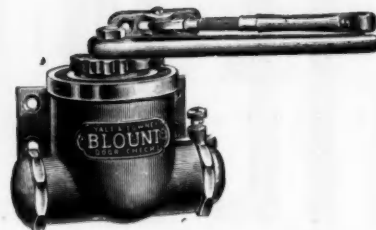
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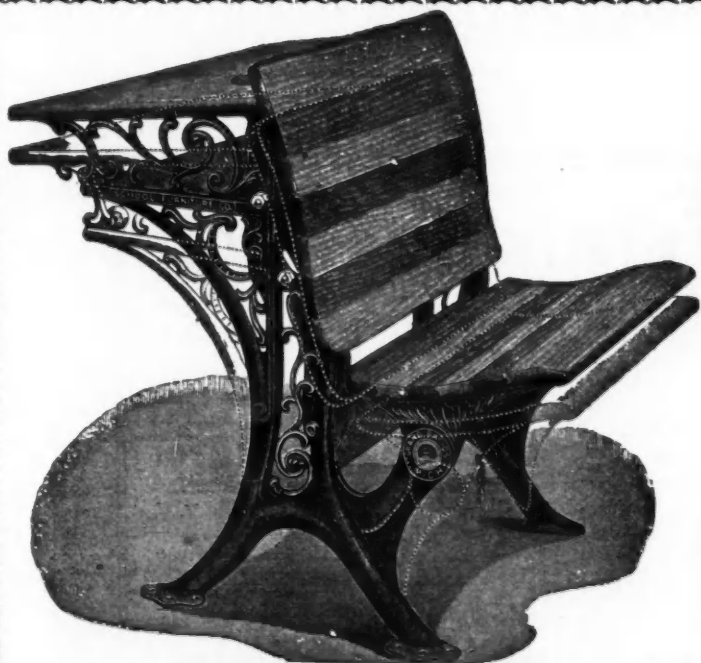
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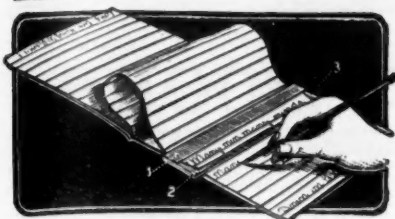
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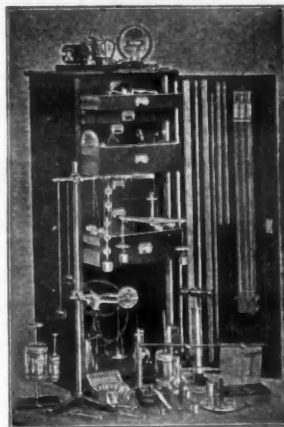
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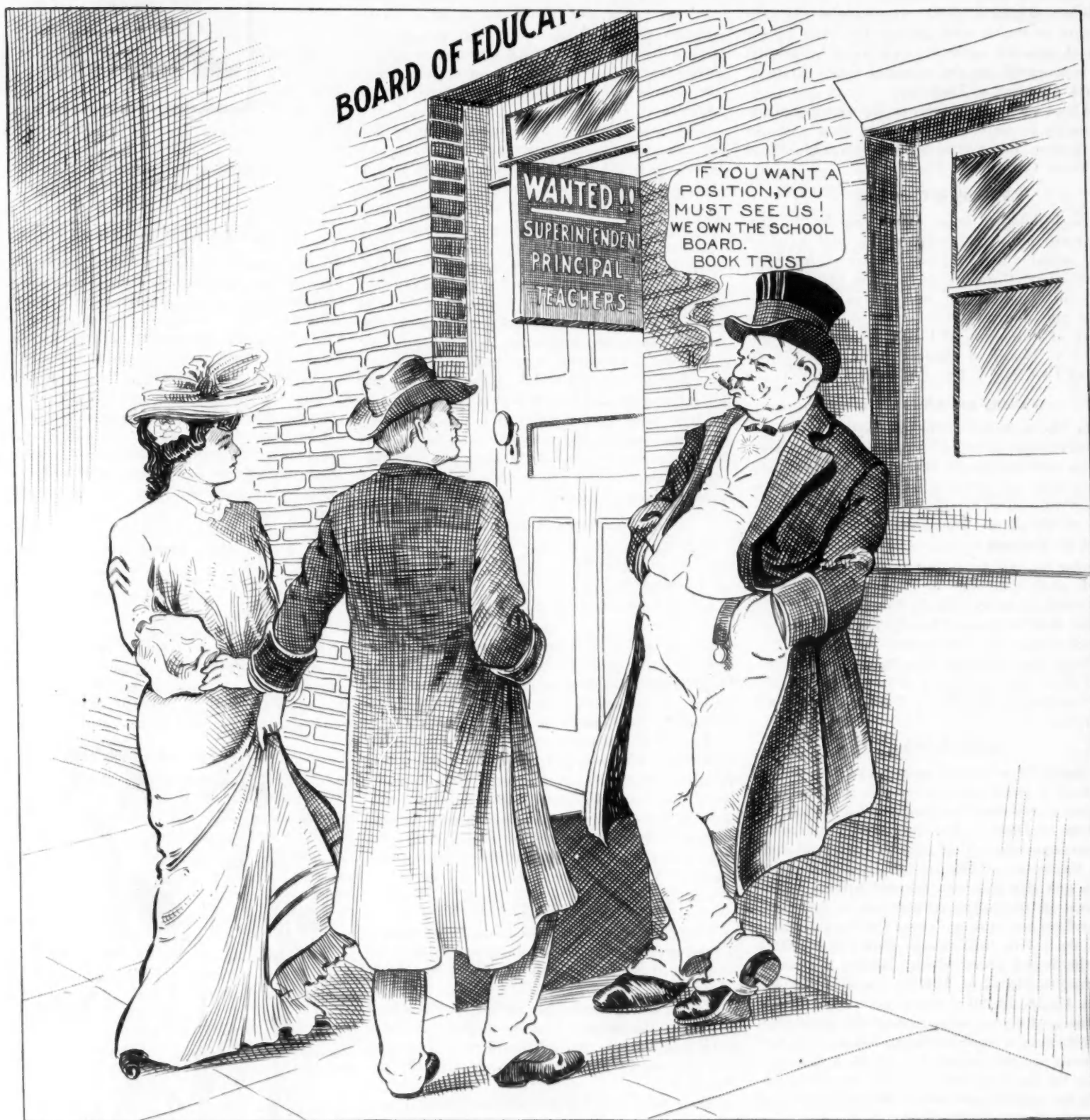
School Board Journal

THIS JOURNAL WAS FOUNDED 1880 BY WILLIAM GEORGE BRUCE.

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MILWAUKEE—NEW YORK, APRIL, 1905.

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HAS IT COME TO THIS?

Do commercial influences, rather than character and fitness, determine the election of Superintendents, Principals and Teachers?



Discipline and Teachers.

A teacher who, prompted by revenge, administers corporal correction, is as guilty criminally as if he had acted with malice.—State of North Carolina v. Thornton.

Where a school teacher, in administering correction to pupils who disobey the rules of the school, uses his authority as a cover for malice, he is amenable to the criminal laws.—State of North Carolina v. Thornton.

Where a school teacher, in the exercise of his authority to correct disobedience, grossly abuses his powers, he is punishable criminally.—State of North Carolina v. Thornton.

Validity of Contracts.

The legislature being empowered by the law to create municipal corporations and to alter and repeal them, taking territory from one school district and including it in another, violates no obligation of contract so far as concerns the district from which it is taken.—Board of Education of Union Free School Dist. No. 6 v. Board of Education of Union Free School Dist. No. 7, State of New York.

Validity and Effect of Grants.

The law securing to the successful bidder the exclusive right to supply books to the public free schools and the patrons thereof at the stipulated prices, does not create a monopoly and grant a special exclusive privilege, within the inhibition of the law.—Dickinson v. Cunningham, State of Alabama.

Under the law providing that a school district which shall continue to exercise, undisputed, the prerogatives of a legally formed district, for a year, shall be deemed legally formed, a school district to exercise, undisputed, the prerogatives, and enjoy the privileges, of a legally formed district, for a year, over part of its territory, loses such territory.—People v. Vanhorn, State of Colorado.

School Buildings.

A notice of a special meeting of the inhabitants of a school district stated that its purpose was to consider the erection of a new school building in District No. 5, in conformity with the recommendation of the board, published with the notice. The recommendation stated that a new site had been selected subject to the approval of the meeting, describing it; and that, to purchase the site and erect the building, the entire cost, with furnishings, would be \$35,000; and the board proposed the issuing of bonds therefor, in blocks of \$5,000, to mature in 14, 15, 16, 17, 18, 19, 20 years, respectively. Held, that the notice and recommendation, construed together, were a sufficient compliance with the provisions of the consolidated school law, requiring the notice to state the tax proposed, and specify the amount and object thereof.—Lawson v. Lincoln, State of New York.

Where a contract for the construction of a schoolhouse provided that, if the contractor abandoned the work, the school district should be entitled to take possession thereof, inclusive "of all materials, tools and appliances thereon," and finish the work, the fact that certain unworked materials furnished to the contractor by material men were on the ground when the district took possession of the uncompleted work after the contractor's abandonment did not impose on the district a personal liability therefor,

on their being used in the completion of the work.—Green Bay Lumber Co. v. Independent School District of Odebolt, Iowa.

Where a contract for the construction of a school building, provided that if the contractor failed to furnish the work the district might complete the work and deduct the cost from any money due the contractor under the contract, and that the expenditures incurred, and any damage incurred through such default should be certified by the architect, whose certificate should be conclusive, and the building was finished by the district after abandonment of the contractor, the architect's certificate as to the amount expended in completing the building was exclusive proof of such amount, as against subcontractors, in the absence of fraud.—Green Bay Lumber Co. v. Independent School District of Odebolt, Iowa.

The law provides that subcontractors who furnish material for any public building not belonging to the state shall have a claim against the public corporation for the value of such materials, not in excess of the contract price, but such corporation shall not be required to pay any such claim in any different manner from that provided in the principal contract. Held, that where a contract for the construction of a schoolhouse provided for payments as the work progressed on architect's certificates, payments made to the contractor on certificates executed by the architect, on information furnished him by the superintendent of the building and not after personal investigation, were valid as against materialmen who did not file their claims as against the school district until after the last payment had been made to the contractor.—Green Bay Lumber Co. v. Independent School District of Odebolt, Iowa.

Teachers and Contracts.

The law provides that all contracts with school-teachers shall be in writing, and that no action shall be brought on any contract not made in conformity with the act. Held that, where services were rendered by a school-teacher under an oral employment, he could not recover therefor on a quantum meruit, notwithstanding the services were necessary, acceptable, and beneficial to the school corporation.—Lee v. York School Tp. of Elkhart County, Indiana.

Where the trustees of an incorporated town contracted with school teachers to teach school therein, as they were authorized to do, the teachers so employed were entitled to recover damages by reason of the trustees' breach of the contract for employment by abandoning control of the schools.—Hornbeck v. State of Indiana.

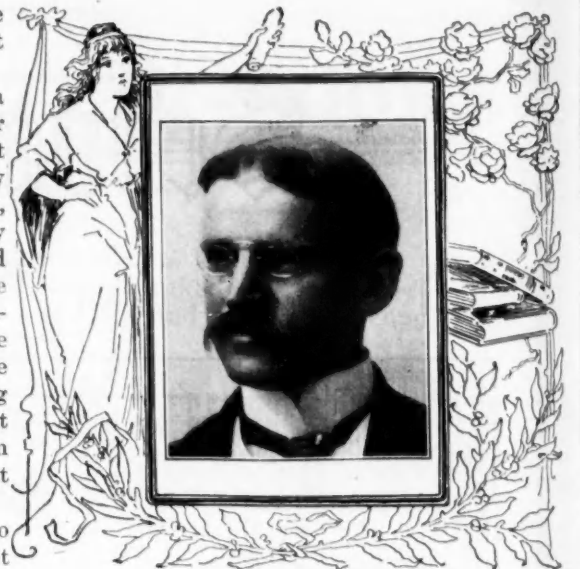
Pupils and Discipline of School.

Where a teacher exercises his judgment in whipping a pupil, the presumption is that he exercised it correctly.—State v. Thornton. State of North Carolina.

Within the sphere of his authority, the school teacher is the judge as to when correction of a pupil is required, and of the degree of correction necessary.—State v. Thornton. North Carolina.

When the correction administered by a school teacher is not in itself immoderate, and therefore beyond the authority of the teacher, its legality or illegality must depend entirely on the quo animo with which it is administered.—State v. Thornton. North Carolina.

Where a school had not been well managed prior to defendant's employment as teacher, and he was specially requested to be more strict in compelling obedience to the rules, he has no more authority by reason thereof than he would otherwise have possessed.—State of North Carolina v. Thornton.



HON. ROLAND P. FALKNER,
Commissioner of Education,
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RULES AND REGULATIONS.

Boston, Mass. The school committee has adopted a regulation forbidding instructors, janitors and other employes of the board from entering any newspaper or magazine coupon voting contest. Teachers are also forbidden to encourage their pupils to enter such contests.

Chicago, Ill. Supt. of Schools Cooley has issued an order that all evening schools under control of the Board of Education be graded. It is impossible to grade the pupils as exactly as pupils are graded in the day schools. However, the day school grading will be followed as closely as possible. The following divisions have been made.

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TEACHERS AND TAXATION

By WILLIAM GEORGE BRUCE



The Compensation of Teachers.

At no period in the history of the educational life and effort of the country has greater attention been given to the matter of compensation for teachers than during the past year. The best minds have applied themselves to a study of the subject, and it is safe to assert that no phase connected with the same has escaped attention.

Educational bodies have investigated the subject; have presented their conclusions, and have impressed school authorities and the public with the claims of the teachers for an increase of compensation wherever made, or contemplated to be made. A brief summary, therefore, of the results of this agitation, rather than a discussion of any phase of the same, may be in place at this time.

It has been clearly demonstrated, that the teachers are not now adequately compensated in the light of the present mode of living and the professional and social demands of the day.

They are not adequately compensated for their services in comparison with the services rendered and salaries paid in other lines of activity. (This comparison includes clerks, salesmen, mechanics and unskilled laborers.)

They do not receive proportionately the same compensation that is granted other public servants.

They are not sufficiently compensated, considering time, labor and expense involved in preparing for the profession of teaching.

They are not remunerated commensurate with the delicate and important task demanded of them in training the rising generation for useful citizenship—in producing worthy manhood and womanhood, in performing a great service to the state.

The Law of Supply and Demand.

The law of supply and demand, which in the main governs all wages, has also hitherto controlled the teacher's salary list. The early entrance of women in this country in the field of teaching has had the tendency to overstock of supply. The standards for admission, more especially in the rural districts, have been low, and the candidates for positions, almost everywhere, have been in excess of the number of positions to be filled.

While the law of supply and demand has governed, and still governs the salaries paid to teachers, the principal cause for their general inadequacy may be traced to the rural districts. Here the competent teachers must compete with the inexperienced and untrained girls who will accept a school for a mere pittance. The trained teacher turns to the larger centers of population, files her application and trusts to luck, and the shift of things, that she may secure an appointment. Whether she receives such appointment or not, her application nevertheless renders her a competitor and indirectly influences the entire salary problem.

Evils in Rural Districts.

In the rural districts it has for many years been the custom of school directors to place the teacher upon the auction block and sell her, not to the highest, but—to the lowest bidder. This condition in the rural districts has carried its

injurious effects into the cities. The low salaries paid in the country have always prompted teachers to turn to the cities and flood the school boards with their applications.

With plenty of applications on file, no city school board is likely to be so altruistic as to inaugurate, voluntarily, an increase in salaries, nor are teachers, conscious of an intense clamoring for positions, likely to demand such increase in any aggressive manner.

Thus, low salaries in the cities are, in a large measure, traceable to the lamentable conditions in the rural districts. The professional workers in the country gravitate, more largely than those in other callings, towards the larger centers of population.

With the results of all these investigations, placed at our command, with the collective judgment of educator and statesman, merchant and lawyer, as to the economic phases involved; with facts, figures and conclusions on the teachers' salary problem—the immediate question resolves itself into two words—What next?

What line of action will be so sound and expedient as to accomplish desired ends effectually and decisively. The question then which presents itself for immediate solution is whether the fixing of teachers' salaries should be left to the law of supply and demand, as it has in the past, or whether any method or expediency should be adopted by which an adequate compensation may be ensured.

Here a number of plans have been suggested which in their turn have been discussed in a fulsome manner. I have but one general plan to suggest, which shall embody the following conditions:

The Remedial Measures.

First, enact a law which shall fix a minimum salary to be paid to teachers throughout the state, at \$40.00.

Second, maintain a strict standard of qualification for admission to the profession of teaching. All examination papers, outside of Normal diplomas, to be marked and certified by the State Department of Public Instruction.

Third, an intimate acquaintance on the part of educational associations with the cost and maintenance of town, county, city and state government; and a knowledge as to what proportion of such maintenance may, consistent with sound economics, should be devoted to educational purposes.

Fourth, an elimination of the supply and demand rule on the part of School Boards; and instead, a rule which shall mean adequate compensation for high class teaching services, considered upon a basis of absolute equity and in keeping with the value of such service to the state, to society, to posterity.

Teachers' Relation to Taxes.

The agitation, as a whole, has not only thrown sufficient light upon actual conditions, but has resulted in fixed conclusions which now call for such remedial measures as calm deliberation and good judgment may dictate.

Among these a consideration of the subject of taxation logically follows. The laws governing the different funds for local government do not, in every instance, provide sufficiently for educational purposes. Nor, do all forms of property contribute in a like manner, towards the maintenance of these funds. Thus, the next phase, with which those interested in the

proper compensation of teachers must concern themselves, is that of *equitable taxation* and the *adjustment of funds for educational purposes*.

The teacher may hesitate in attempting to deal with the problem of taxation on the plea that this subject does not come within his, or her province, since other factors are provided to deal with it, or because many teachers do not believe themselves to belong to the list of taxpayers.

All teachers are taxpayers, and as such should concern themselves in the affairs of local government. The person who pays board, room rent, office rent, house rent, or ground rent, or buys a bill of goods, indirectly contributes a share towards the tax revenue of the city. All forms of investment must deal with the element of taxation. The landlord must pay a portion of his rentals into the city treasury in the form of taxes; the merchant must turn a portion of his profits into the same channel. The tenant and customer make it possible for the landlord and the merchant to render tribute to the state, hence share in the payment of that tribute and are, therefore, taxpayers.

THE TEACHERS' LABOR UNION.

A Chicago writer denounces the affiliation of teachers with labor unions in the following manner:

"The teachers are not the servants of an employer who is making profit out of their labor. They are not parties to any industrial struggle for a fairer division of profits. They serve the public, and since they are themselves part of the public, they are to a certain extent their own employers. That they should organize for the good of their calling, and for their own concurrent good as individuals, is praiseworthy. But that they should organize for their own good as against the good of their calling, and that in so doing they should adopt the methods and associations of industrial war, is intolerable.

"Our government—national, state and city—can none of them tolerate organized assault from their employees. The further the efforts of public employees' unions in this direction are carried, the clearer this will be. A tyranny would result worse than any that boss-ridden cities and states have ever yet endured.

"Public employees' unions having this object in view, whether in the police force, the fire department or the public schools, whether in state eleemosynary institutions or in the government postal service, should be suppressed firmly and permanently.

St. Louis, Mo. The board has adopted the following rule to govern the letting of contracts: "Every contract of \$500.00 or more made through the Building Department, shall be accompanied by a bond in the sum of 25 per cent. of the contract, and shall be conditioned for the faithful performance of the contract. All such bonds shall be executed by a solvent surety company and shall be subject to approval by the Committee on Finance.

Bond for lettings in sums less than \$500.00 may be required at the discretion of the Commissioner of School Buildings with a surety approved by him.



School Administration

ADMINISTRATIVE ORGANIZATION.

BY ARTHUR LEFEVRE, FORMER STATE SUPERINTENDENT OF PUBLIC INSTRUCTION, TEXAS.

It is needful—to-day in America—to pause at the outset of any serious discussion either of administration or of organization, by a man who does not share the prevailing superstition that administration and organization mean the same thing, to explain the very ideas to be invoked by the terms employed. For it is confusion of these ideas, and not "education," that is really the "great American superstition."

The manner in which educational institutions and school systems have been administered in this country shows so frequently the misconception I have pointed to, that it would be a word "fitly spoken" if the next great inaugural of a university president should be made the occasion of an indictment so plain and forceful that executive boards throughout the length and breadth of the land would be aroused and guided to apply the true tests of administrative skill to all administrative officers.

In an organism every organ, besides exercising its proper individual autonomy, sympathizes and co-operates with every other organ, and the administrative organ of the entire organism can not fully or rightly discharge its function unless that condition exists. If disorganization has occurred at any point, the administrative function strives to restore the local responsibility and the general harmony, but in the wise order of nature administration is not conceived as begun with respect to any such deranged part until its local responsibility and the general harmony have been restored—that is to say, until it has been organized again. The analogy is not strained, if applied to illustrate similar needs and principles in the organization and administration of a university or a system of schools. If a university president or school superintendent acts as an autocrat, or if every individual within the organized sphere of his administration can not depend on his absolute fidelity in transmitting the communications from part to part necessarily made through him, and on the complete truthfulness of his statements to any part concerning another part—then such a university or system of schools, however busily administered, is disorganized at its most vital point; and its condition is, in the fullest sense of the word, *insane*, and comparable in every respect to the condition of a body administered by a brain whose reports, messages, and commands are faithless, conflicting, founded in vain conceits.

In his recent "address of acceptance," President Alderman of the University of Virginia gave a brave hint in one brief sentence: "It is commonly alleged against college presidents that they are liars." He most justly hastened to add, "this is a tolerably hasty generalization, like the famous one of the Psalmist's"; but, although a word to the wise is sufficient, a useful thesis might perhaps be written upon the reasons why the selective processes by which college presidents and school superintendents ought to be chosen and retained, have not operated to include them as a class rather among the understood exceptions to the psalmist's "generalization" about "all men." But, whatever the value of such a research in sociology might be, President Alderman immediately supplied a positive

test which regencies and trustees might easily apply, if they wish to discover whether their administrative officers are organizers or disorganizers: "Between the president and faculty a loyal, hearty, helpful relation should exist. If he depends on himself alone he will do but little, and that little not very well. His opinions must gain their weight from their wisdom rather than from their source. His true strength lies in the power to divine the value of others rather than in any power of his own of action or of speech. For him there must be the open mind, the sympathetic spirit, the patient temper, the sleepless eye; and his power should be commensurate with his responsibility."

Those are golden words. It were well if every member of every board of regents and school trustees would get them by heart; for, of course, identically the same principles apply to college presidents and school superintendents. There are different phases of emphasis with which different boards would need to read the last clause; but all ought to test the president's or superintendent's fitness by ascertaining (through quiet observation) the facts concerning which almost every word of President Alderman's description suggests a pointed inquiry. Only after those tests have been met by fair approximations, is it truly in order to inquire into the initiative skill, vigor, and success of an administration. The former tests are pre-requisite; they test eligibility.

The last clause of the description defines the only rational basis for the office, as the others define the most essential qualifications of the officer. "His power should be commensurate with his responsibility." Nothing could be more foolishly rash than to give power without imposing responsibility; nothing could be more unjustly impractical than to impose responsibility without giving power. Yet, strange to say, each of these mistakes has been made by many governing boards—the former most characteristically by university regents, the latter by school trustees. There have been university presidents and school superintendents in the United States whose known policy was one of indirection, who, by nature and by design, dealt faithlessly with all parties, misrepresenting positively and negatively, by distortion and by suppression, to the public, to the faculty or teachers, and to the governing boards. Those most responsibly concerned have known the facts, yet such officers have held practically irresponsible power until removed for some cause, not unrelated probably but incidental, and after indefinitely prolonged administrations. How would it be possible for men of undoubted integrity to make such a mistake, were it not for the superstition that the administration of an organism may be successful without conserving its organization? There is probably associated with that misconception the notion that "executive ability" is a thing apart from and independent of masterful knowledge of the business in hand?

If the supreme authorities would deal only with results and with large questions of policy, their duties would be less burdensome and better fulfilled. If a superintendent voluntarily troubles his board of trustees with petty questions of detail, his mistake should be pointed out, and if not remedied, he should be dismissed or offered a subordinate place. Otherwise, it will be

merely a question of time when his incompetency will cause so many petty dissensions that chronic irritation and mistakes will take the place of ease and harmony and efficiency.

If a school superintendent should find divided and mutually suspicious members of a board, he should be especially careful to discuss every proposal before the full board and to avoid even the appearance of depending on certain privately consulted members. I happened recently to read the following expression published by a school superintendent: "Give me one strong, influential member on the average board to whom I can always feel free to go and talk on every question, and I will be the ultimate manager of that board." Alas! brother, despite your good intentions, you will be an ultimate bone of contention between two factions of that board, if you pursue any such policy. Have your personal friends among the trustees, by all means; but talk with them in such intercourse on other subjects rather than on those which will come before the board for official action. You are the officer of the entire body, not of one or two of its members. They and you meet at a counsel board, and it is best to have all dealings above that board. If the arguments you advance in support of your recommendation fail to commend it, do not canvass for votes; seek better arguments, or possibly a better recommendation. If that policy does not sooner or later succeed—resign, my brother; and you will advance in your profession far more than if, by your practices, the board had been split into a set majority for you and a minority set against you, and you had kept the place, until the tables turned. Nothing would so effectively increase the respect, the influence, and the salaries of school superintendents, as occasional resignations because too many official recommendations had been disregarded. No responsible executive officer can accept too many votes of "lack of confidence," and retain proper respect. At present boards of trustees generally imagine that school superintendents resign only to get better salaries or when asked to do so. This, also, is a generalization that assumes its exceptions; but all suffer from the fact that the generalization could have been made at all. We ought to exercise proper humility and self-restraint, but we ought not to forfeit self-respect; and we ought to *hold ourselves responsible*:—"Tis not in mortals to command success; we will do more—deserve it."

Administration has many duties and labors concerning spheres of the work already organized; but great opportunities are offered for the development and extension of organizing activities. Let me pause to remind you—*organization means life and spontaneous co-operation; uniformity, beyond certain narrow limits, means death and arbitrary control.*

Perhaps the schoolmaster who licked Theodore Roosevelt when a boy wanted to get several states between himself and the president before breaking the news.

The coming educator seldom arrives on schedule time.

An isthmus is a neck of land—and that is where Panama will get the canal.

It takes a lot of cold cash to keep the school-house furnace coaled.

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Among the Teachers

TEACHERS TALK TAXATION.

At a mass meeting of teachers held at Milwaukee, Wis., the subject of taxation was discussed and a manifest together with a set of resolutions adopted.

The meeting is the outgrowth of a realization that the adequate compensation of teachers and the general cause of popular education rest upon an equitable system of taxation. The following was adopted:

A Patriotic Manifest.

The duty imposed upon us as teachers, in training the rising generation in the direction of useful citizenship, implies also a recognition of the spirit of that justice and equality which forms the foundation of our form of government. It is incumbent upon us to inculcate in the youth a proper respect for governmental authority and instill in them a patriotic adherence and love for its institutions. In dealing with the principles of our government, we must teach, as we have been taught by the great Founders of the Republic, that equality before the law is the cardinal principle of that government. It readily follows that we should hold that uniformity of taxation is an essential expression of that principle.

We, therefore, believe it to be within the meaning of the constitution of the State of Wisconsin that all property shall bear its just proportion of the tax burden. So strong is our faith in that important document that we preclude the suggestion that special tax privileges are either intended or warranted within its meaning.

We are not unmindful of the necessity of absolute fairness to all members of the body politic, holding, as we do, that the rights of corporate, as well as the rights of private property ownership, must be respected and conserved.

It has been shown by the Tax Commissioner of the City of Milwaukee that the property of public service and other corporations is subject to special forms of taxation, consisting of a per centum or license fee paid into the state treasury, in lieu of an ad valorem tax payable directly into the city treasury. This information is followed by the undisputed statement that by abolishing all special forms of taxation and applying the ad valorem system to all classes of property, quasi public as well as private, the local tax revenue can be increased by over \$500,000 "without doing violence to the sacred rights of ownership."

The subject of taxation embraces a consideration of the appropriations made for school purposes. Absolute equity here not only effects the adequate compensation of teachers, but also vitally concerns the general cause of popular education. Therefore, be it

Wise Resolutions.

Resolved, That We, the principals and teachers of the Milwaukee public schools, in mass meeting assembled, believe that public sentiment should be awakened to the important economic problem of uniform and equitable taxation and to a serious consideration of remedial measures necessary to achieve the same; and to the end that this may be accomplished we dedicate our best efforts and support. And be it further

Resolved, That, believing that the special laws on taxation, now applied to public service and other corporations, are an unjust discrimination upon private ownership, it is our earnest desire

that all special privileges be forthwith repealed and that absolute uniformity in taxation be secured in the interest of common fairness, equity and justice.

Resolved, That the chairman be, and he is herewith directed to appoint a committee of five to prepare a suitable memorial reflecting the sentiments of the foregoing preamble and resolutions, and present same to the Legislature for consideration.

Resolved, That we herewith send greetings to the great teaching body of the state of Wisconsin and urge upon them the necessity of concerning themselves with the subject of taxation, both local and state; and with the apportionment of funds for educational purposes. To the end that absolute uniformity in taxation may be achieved and that such portions of the tax revenues, for the proper maintenance of the schools, as may be consistent with sound economics, may be secured, our hearty co-operation is tendered.

OHIO TEACHERS' MOVEMENT.

The Ohio Teachers' Federation has announced the following objects and principles, which have been formulated by S. K. Mardis, Toronto, O.:

I. The protection of the pupils in the public schools, and justice to the public, demand that teaching should not be used as a "stepping stone" to the professions. All persons who have not had experience in teaching should be required, by law, as is done in dentistry, law and medicine, to have acquired a specified degree of general scholarship and professional training before being admitted to the class for examination for a certificate to teach.

II. The management of the public schools should be entirely free from all partisan politics, sectarianism, and personalities. The public schools are for children of the whole public, without regard to church, party, race, or social standing.

III. Each school district whether city, village, township or special is a unit for school administration, in which all the school electors should be free to vote for the whole board of education, without geographical, political or other restrictions.

IV. The names of all the candidates for member of the board of education, however nominated, should be alphabetically arranged and placed on one ballot, without any designation except "For Member of the Board of Education."

V. Teachers and superintendents shall be selected only because of their character and professional ability, and after a reasonable probation, their tenure of office should be terminated only by resignation, or by removal for cause in which they shall have a hearing.

VI. Teachers and superintendents should receive a compensation which shall adequately meet all the professional and social demands made upon them and provide for a competence in sickness and old age.

VII. The successful management of the public schools differentiates itself into two distinct phases—the professional and non-professional. The professional duties are those of the superintendents and teachers, and the non-professional are those of the boards of education, parents and patrons.

VIII. These two phases of school work demand two distinct classes of organizations whose

aims should be to bring the best conditions for the highest efficiency of work in their respective spheres for the advancement of public education.

IX. The State Teachers' Association, sectional associations, county institutes, and Ohio Teachers' Reading Circle should, as professional associations, and the Ohio Teachers' Federation and School Board Associations as non-professional organizations, receive every encouragement in their respective spheres. True educational advancement is achieved through the spirit of co-operation and altruism, not through selfish contentions.

X. The state is the unit for school legislation. Therefore, the necessity of a state organization to awaken an interest in educational problems among the people so the teachers and patrons may unite in needed school legislation to make the schools of Ohio as good as the best in the world.

XI. There should be a closer and more intelligent co-operation between the teachers, school officials, and patrons of the public schools; therefore, the necessity of a non-professional organization in which both teachers and patrons will be interested and will take an active part.

XII. The educational standard and efficiency of the Public Schools are determined by educational sentiment, therefore, the necessity of an organization which has for its object the wise and systematic cultivation of high and correct educational sentiment throughout the state and the nation. This must be a non-professional or non-technical organization as is the Ohio Teachers' Federation.

Butte, Montana. The following schedule of salaries for high school teachers and ward principals on a basis of ten month school year has been put into effect:

	PER MONTH.		
	1st yr.	2d yr.	3d yr.
High School Principal	\$210	\$230	\$250
High School Asst. Prin.	115	130	140
High School Librarian	100	110	
High School Reading	100	110	
High School Drawing	100	110	
High School Com. Prin.	125		
Other Teachers	100	110	120

Heads of departments to receive \$50 a year in addition to the regular salary, as under the present management.

Drawing	\$150	\$110	\$120
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WARD PRINCIPALS.

All ward principals to receive \$90 per month, and in addition thereto \$3 per month for each teacher under his supervision; this rule, however, not to reduce the present salary of any ward principal.

St. Paul, Minn. The school principals are favoring the adoption of the merit system in advancement of salary and position of teachers. Permanent tenure of office after four years of satisfactory service is also being recommended.

Dundee, O. The teachers struck against doing janitor work in the schools.

Iowa. State Supt. Riggs announces a penalty for teachers who give their age incorrectly.

Chicago. Steps will be taken by the board to rescue unfortunate teachers from the clutches of loan sharks.

Building and Finance

Philadelphia. A new school law provides a 5 mill tax and will give the board \$6,000,000 for school maintenance and buildings.

Boston. The board spent \$3,676,731 during the past fiscal year, leaving a deficit of \$60,000.

Bridgeport, Conn. The board has ordered the construction of three portable schools to relieve overcrowded schools.

Superior, Wis. The property of the Automatic Heating company in the public schools of the city has been removed by the officers of the board. The heating company was given two weeks to remove the Paul vacuum plants from the six city schools in which it was installed and as the company had taken no action at the end of that time the board took it upon itself to do the removing.

Saginaw, Mich. The Smead system of heating which was installed in four buildings some years ago has been condemned by the board.

Washington, D. C. The board of education has taken up the improvement of school grounds. Wherever the extent of the grounds around a building will permit, it is proposed to beautify them with shrubbery, flowers, and ornamental walks, and in the case of some of the larger sites spaces will be set aside for gardens for the pupils, where gardening and botany may be taught at the same time that the grounds are beautified.

West Des Moines, Ia. The board has contracted for fourteen fire escapes for schools.

Averyville, Ill. The school board has been enjoined by the Dickson Heating and Ventilating Co. of Peoria, for installing a heating system which is said to be an infringement of the company's patents. The Dickson system is recognized as one of the best in the United States and its patents are frequently infringed by unscrupulous competitors.

RURAL SCHOOL BUILDINGS.

Decatur, Ill. Co. Supt. Jones has urged that at the next county fair prizes be offered for the following:

Best original plans for one-room schoolhouse and grounds or plans showing means for improvement and decoration of present house and grounds.

Best original plan for one-room country schoolhouse, limited to county superintendents.

Best original plan for one-room country schoolhouse, limited to country.

Best original plan for one-room country schoolhouse, limited to students of architecture in the University of Illinois.

Best original plan for four-room country schoolhouse, sweepstakes; architects invited to submit plans.

Four amateur photographs of school buildings and surroundings by a pupil or pupils of one school.

JANITORS.

Lincoln, Nebr. The school board has requested that every janitor in the public schools be appointed as special police officer with power to make arrests. Various depredations on the school grounds have necessitated the step.

St. Louis, Mo. The school janitors have been provided with uniforms. The order requiring uniforms resulted from complaints that some of the janitors were in the habit of going about in

the buildings in their shirt sleeves, presenting an untidy appearance.

The uniform selected is made of narrow striped, gray colored, washable goods for jumpers and overalls and a cap to correspond. The janitors are required to keep their uniforms clean and neat. The cost of each suit complete, is less than \$2.

Toledo, Ohio. The board of education has directed the business manager to obtain reports showing how janitors dispose of the extra money allowed for helpers. Some of the janitors have been accused of paying scrub women only \$1 per day when they received \$1.25 from the board for this purpose.

The janitors of the public schools in Brooklyn have organized a council of the Civil Service Employees of the State of New York. They say they have been discriminated against in the matter of wages. A committee has been appointed to wait on the Board of Education and enter a protest.

Chicago, Ill. The board of education has framed new rules for the better cleaning of schools. They require the janitors to scrub the floors of all principal's offices, kindergarten and cooking rooms every two weeks. All vacant rooms must be swept once each week, dusted every two days, and thoroughly scrubbed at least five times a year. Rooms in use must be swept and dusted daily.

SCHOOL LEGISLATION.

New York City. The Board of Education has petitioned the State Legislature to so amend the law that the board may refuse to appoint married women as teachers, except when the husband dies or is an invalid.

Illinois. A bill has been introduced in the State Legislature providing that all school books used in the schools of the state be printed in the state penitentiary. The state superintendent, the president of the state university and an eminent educator selected by the governor of the state are to constitute a text-book committee. They are to compile a series of books for the use of the schools. The books are to be sold to parents and children at cost.

The state prison authorities oppose the measure as being impractical, and the school authorities are most naturally united in opposing it.

Good salaries for good teachers; no salaries at all for poor ones.—Supt. J. W. Carr, Anderson, Ind.

The multiplication table and the law of optics never grow old fashioned.—Alice Mott, Fairbault, Minn.

The requisites of a successful teacher are: Desirable personality, appropriate dress, high ideals, forcefulness of character, honesty and good habits.—Charles R. Barrett, Iowa.

Dancing puts mind and body in harmony. I frequently dance and I believe that it helps to keep me young.—G. Stanley Hall.

A democracy of teachers for the purpose of controlling authoritatively the many hundred lines of activity connected with the administration of schools is as fatal to the accomplishment as that the patrolmen of the police department of a great city shall organize and give directions according to their own will to the department in which they are placing their services.—Aaron Gove.

AMONG BOARDS OF EDUCATION.

Grand Rapids, Mich. The board has created a committee on hygiene and sanitation whose duty it will be to investigate the sanitary condition of the schools. Its reports and recommendations will be submitted to the board from time to time. The resolution under which the committee was appointed provides that one member must be a physician.

Boston, Mass. The cost of carrying on the public schools during the year 1904 amounted to \$31.74 per pupil. This does not include the items of furniture, rents, repairs and new buildings. The increase over the cost in 1903 is 62 cents per pupil. The cost of repairs and furniture amounted to \$3.67 per pupil; an increase of 43 cents over the previous year.

Pittsburg, Pa. The Central Board of Education has created a standing committee on athletics and summer playgrounds. The duties of the committee will extend to the supervision of all athletics in the high schools and to co-operation with the quasi-public associations, conducting summer play grounds.

McKeesport, Pa. The high school committee has recommended to the board the use of caps and gowns by the high school graduates at the coming commencement. The chief reason for the recommendation of the committee is the fact that various parents complained of the cost of graduation.

New York City, N. Y. The exhibit which the city schools sent to St. Louis, was recently displayed in one of the public museums in the city. It is expected that the material will form the nucleus of a permanent educational museum. If the plans materialize the exhibit will include an historical exhibit, maps, charts, globes, benches, desks, models, etc.

New Haven, Conn. A medical case and first help outfit has been installed in one of the school buildings. Minor accidents and sudden cases of illness will only be treated and no effort will be made to afford more than temporary relief.

Boys are continually bruising themselves or cutting their fingers, and a hundred small accidents happen in school life which need attention. They are not serious enough to send the pupil home or require the attention of a physician. It is in these cases that the outfit will be most valuable.

Schenectady, N. Y. The new city charter, recently adopted, abolishes the present school board and substitutes for it a commission composed of three members to be appointed by the mayor. The commission will have power to appoint and dismiss the superintendent, teachers and truant officers.

New York City. The committee on "economy" has recommended to the board that student teachers be paid at the rate of \$1 per day instead of \$1.50, and that salaries of the teachers in the evening schools also be reduced.

South St. Paul, Minn. The School Board is enforcing a new rule which imposes a fine on teachers for tardiness. One dollar is deducted from the pay of teachers for every offense. During the first month the aggregate fines amounted to \$18.

Lexington, Ky. A rule has been adopted providing that the committee on printing and supplies may not, during any one month, buy supplies for the schools, exceeding in cost \$50 without obtaining the consent of the entire board.

Chicago, Ill. A resolution has been adopted by the school management committee of the Board of Education to dismiss from the service any teacher of the John Worthy School who flogs a pupil. The John Worthy School is a reformatory institution for boys, conducted under the auspices of the Board of Education.

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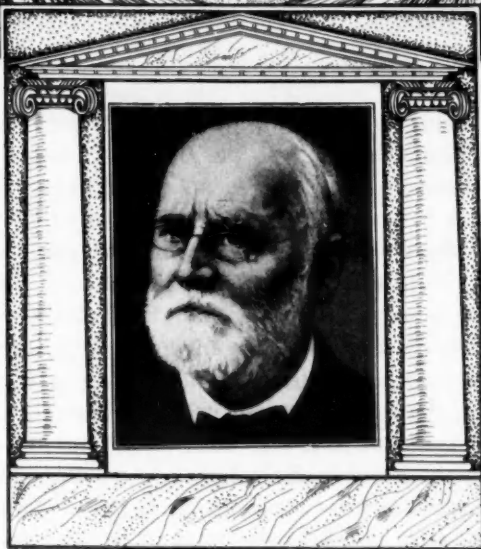
Taxable Property in Old Settled Communities as Compared with the Same in Borderlands.



The question of present annual earnings in the form of wages, salaries, or profits from a business, is only a single one of the many items that have to be considered in the year's income. There goes down from the savings of a people a certain amount of wealth from one year to another and from one generation to another. The people that come after do not have to earn this money over again but they have the annual use and benefit of it as an inheritance. Thus the previous generations, in so far as they were thrifty and accumulated property in the form of permanent improvements, assist the later generations to live. Public buildings, business houses, and dwelling houses belong to this kind of property; also highways, bridges, railroads, canals, waterworks, sewers, ships and steamboats, etc. The rental of the buildings and the use of the railways as a means of transportation as well as the improvements on the farms appear in the annual output of productions, but the actual rental values of the dwelling houses is a separate affair and must be added to the bulk of productions as though it were actual earning for the year. The growth of the United States in production has been carefully estimated and re-estimated by the directors of the United States Census. The bulk of wealth transmitted from year to year did not amount to any considerable sum until after the introduction of steam navigation on rivers, lakes, and the ocean, and after the first building of railroads. This had begun and was an appreciable item by 1850 when the valuation of the United States is reckoned at 7 billions of dollars; in the decade 1850 to 1860 this had increased to sixteen billions of dollars and in twenty years, that is by 1870, to thirty billions of dollars; in 1880, to forty-four billions of dollars; in 1890, to sixty-five billions of dollars; in 1900, it is estimated by some at ninety-four billions of dollars. (?) The average amount of property in 1850 for each inhabitant was therefore \$308; in 1860, \$514; in 1870, \$780; in 1880, \$870; in 1890, \$1,036; in 1900, \$1,235.

This property which is transferred from one generation to another, consisting of the machinery of production, of improved farms, city building lots and buildings, includes nearly all of the taxable property in a community, and it will be seen at a glance what a difference, in the power that capital gives, there is in the United States owing to increase of the taxable wealth of 1850 to that of 1900. The taxable wealth of 1900 is \$1,235 per individual inhabitant, and that of 1850 was only \$308. The individual of 1900 is represented by four times as much realized wealth, and therefore can bear a burden of taxation equal to four times that of 1850 with greater ease because the larger income from vested property, the greater the tax possible without stinting the individual in his necessities.

A city that has a history extending back for eight generations has accumulated vast property in the way of buildings and improvements, graded streets, sewers, bridges, waterworks, etc., and can realize a large sum of money for the support of its city government, charities, schools,



(W. T. HARRIS, AT SUPERINTENDENTS' DEPARTMENT IN MILWAUKEE, FEBRUARY 28TH, 1905.)

etc., from a comparatively small tax rate. In considering school finances one must remember that the borderland with the unfinished condition of its public and private property has by far, more needs than the old and thickly settled States. And on the other hand it has a small assessed value to be taxed even for the absolutely necessary expenses of the year without counting in any investments for new public works. Contrast the city of Boston with the city of St. Louis, Kansas City, or even Chicago. The population of Boston is estimated at 621,000 people for this year of 1905; its assessed valuation of all taxable property and its real valuation are the same—one and one-quarter billions of dollars (\$1,237,038,851). Chicago has more than three times the population (1,968,800) and less than one-third of the assessed valuation (\$411,424,280) of the taxable property. The real value of the property of Chicago, however, is something more than two billions of dollars (\$2,057,121,400) for it is assessed at only one-fifth of its true value; its tax on the real value of its property is about one and one-sixth per cent. against one and one-half per cent. in Boston. The Boston tax yields about \$30 per inhabitant; the Chicago tax yields about \$11 per inhabitant. The population of St. Louis is estimated at 750,000; it is assessed at \$466,201,650, but its true value is \$666,000,000. Its annual tax is about one and one-third per cent. on the true value and yields \$13.60 per inhabitant.

City land can reimburse itself, whatever its rate of taxes from the rentals paid by its tenants. If the business is sufficient to afford the rental the lessee can afford to pay it. If not rented or rentable the property must fall in value until it reaches an assessable value which can be covered by the rental. For the rental must cover the proper interest on the real value of the property and its annual taxes. If not the assessment must be corrected. This is the weak point in the single tax theory. For the agriculturist cannot recover his tax from the crops he raises, having to compete with all other localities. But the city has its reason for existence in local conditions which force a transfer of merchandise at that point, it being neces-

sary to collect and redistribute at that point. Whatever profits are made at that point by collection and redistribution creates the rental price of the land which must be used there for commerce and the accompanying manufactures, and this real value cannot be arbitrarily affected.

THE NEXT N. E. A. PROGRAM.

The officers of the National Educational Association met at the Auditorium Annex, Chicago, and prepared the program for the meeting to be held at Asbury Park, N. J., July 3-7.

The task of program-making for the largest educational association in the world can best be judged when it is remembered that there are eighteen departments, covering every phase of popular education. Each department will hold from two to three sessions, with from three to five papers and five or six addresses under the head of discussions.

There will be about one hundred and ten papers read besides discussions also previously arranged for, making the list of speakers over two hundred. The subjects are first chosen and then the speakers most competent to treat them.

This year's meetings of the association will be distinctive from all previous meetings in that all philosophic speculation on educational problems will be omitted from the departmental programs. Every address, speech or discussion must be based upon direct experience, research and investigation, and must be of distinct value to the common schools of the country.

A new policy in reference to the selection of speakers has been adopted. Just as a man who cannot sing should not be selected or expected to render a song in public, so no man will be selected to appear upon the program who cannot speak loud enough to be heard, or fluently enough to be clearly understood.

The program for the general sessions is under the direct control of President Wm. H. Maxwell. An effort was made by Prof. Maxwell to secure President Roosevelt for an address on July 4th. The president, however, found it impossible to appear on this date and laughingly informed the committee that "this great day I must celebrate with my family." He consented, however, to appear before the association at the Auditorium on Friday afternoon, July 7.

At this session there will be no other speaker except the report by the Chairman of the Committee on Resolutions. A remarkable fact has developed in connection with this session, that no one has yet been found who is willing to speak from the same platform with the president. While men covet the honor, they hesitate to risk a comparison with the nation's chief executive in oratorical powers.

The general theme which will be carried throughout the addresses of the general sessions will be that of sociology and education. The tentative program as now outlined for these general meetings is as follows:

(Continued on Page 18.)

School Board Journal

THE AMERICAN School Board Journal

DEVOTED TO
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TEACHERS AND TAXATION.

The latest phase in the teachers' salary question lies in the consideration of the tax problem. In many cities it is found that, while the school authorities are ready to grant the demanded raise in the compensation of teachers, the tax revenues do not permit an increased expenditure.

The teachers, therefore, are compelled to turn their attention to the matter of tax revenues and the apportionment of funds for educational purposes.

Investigations, thus far made, reveal peculiar conditions which is almost universal throughout the country. Land values from which the bulk of the tax revenues must be derived have not enhanced in recent years while the cost of public improvements, owing to the advance in the cost of labor and material has almost doubled. Thus tax revenues have not kept pace with the increase in public expenditures.

Teachers have learned by experience that, in case of a severe stringency in the times, their salaries usually come first under the ax of retrenchment, and they are beginning to realize that in the tax problems is also involved the question of adequate compensation for their services.

The task that is before teachers is a study of the subject of taxation; an investigation of the special tax privileges accorded to corporations, with the end in view that with the achievement of equity and justice the tax revenue will become adequate.

Taxation is one of the great unsolved economic problems of the day. The variety of property has multiplied a thousand-fold; the transition between nominal and actual ownership are constant; the fluctuations in values frequent and sudden. The simple methods of taxation applied to the workshop, the farm, or store, are manifestly unfit for the complex conditions of a modern and highly differentiated industrial society.

In dealing with the subject of taxation, the teachers should do so with an open mind, free from the influence of favor or hostility, bent upon arriving at truth and justice—the whole truth, full justice—and nothing more.

TEACHERS' PENSIONS.

New York City. Supt. W. H. Maxwell thus describes the origin and operation of the pension system in his city.

Our pension law started in two ways—in one form in the old city of Brooklyn, now the

borough of Brooklyn, and in another form in the old city of New York. In the old city of Brooklyn there was passed a law authorizing the board of education to take 1 per cent. from the salary of every teacher in the city to form a pension fund. This plan was in force until the closer union of boroughs occurred under the revised version of the charter.

In the old city of New York a pension fund was first provided by taking from teachers' salaries so much for each day of absence. This money was turned into a fund for the pensioning of teachers. It was found to be insufficient, as was also the Brooklyn method. It therefore was enacted by the legislature that 5 per cent. of all the excise money collected in the city be turned into the pension fund. Up to this year that 5 per cent. of the excise money collected within the bounds of the city of New York has amounted to a little more than a quarter of a million dollars a year. This year, under the new excise law, it will amount to nearly \$271,000. Our present pension roll in New York city paid to old teachers who have retired from active service—and none of them gets less than \$600 a year—amounts to nearly \$500,000 a year. It is worth a great deal more than that. In the first place it makes it possible when a teacher has become, through old age, unable to work any longer or unable to perform efficient service, to take that teacher out of the school without turning her out, like an old horse, to grass. She goes out honorably and with a competence for old age after having rendered 20, 40, or, in some cases, 50 years of good, faithful, efficient service to the city.

In the second place, the effect upon all the teachers is good because every teacher in New York city who is reasonably efficient is relieved from that most dreadful of all anxieties of human life—the anxiety regarding provision for old age.

WANTED A SCHOOL BOARD.

The various state legislators now in session are wrestling with all sorts of plans and schemes for creating school boards. There are elective systems with ward representation and representation at large, and appointive systems whereby the board is chosen either by mayors, judges, city councils or special commissions. Long terms and short terms are provided, large bodies and small bodies, salaried and non-salaried. Even a single school commissioner who "shall rule the roost" is proposed.

Everywhere the aim is to get away from political influence and to secure high standard of efficiency in school government.

In Detroit, where an elective system with ward representation prevails, one of the editors wants a school board that is better than the people. He frees his mind as follows:

School boards are not what they should be because the public is careless, and the officials who might exercise wholesome restraints neglect to perform their duties. It is proposed to substitute for the present system of ward representation a smaller board composed of rep-

resentatives at large chosen at a general election. Will the change bring about better representation? Necessarily in ward representation there must be a limited number of candidates in each ward, and a majority of the people who will vote for them will have some knowledge of their fitness or unfitness. To petty politicians the school board has a peculiar attraction, because, like the coroner's office, it is supposed to offer opportunities for petty grafting, and those who make a hit on the school board by their usefulness to the party machine are usually "taken care of" thereafter—if they are not given nominations to lucrative offices. The fashion in which school inspectors now double in appointive positions reminds one of the requirements of the barn-storming thespians, who must not only play comedy and tragedy on the stage, but "double in brass" for street parades and augment the orchestra as occasion may require.

With the board of seven inspectors to be chosen at large, there might be a hundred candidates or more. There is no limit. Among these would be a number of ideal candidates and a lot of peanut politicians and grafters. Chosen at large the personality of the men would be little known to the average voter. In the last election the voters showed a disposition to make selections of nominees from the head of the column, utterly ignoring some of the very best men whose names appeared lower down. Thus it may be assumed that if a gang of unfit candidates should secure the head of the column of would-be nominees, they would probably be elected.

The present system is good if the people would do their duty. Even the present board would be under better control if the restraints provided by the charter were put in operation. In addition to the inspectors elect, the board is composed of the mayor, the controller, the treasurer and recorder of the city, who are ex-officio members. This would make Mayor Codd, Controller Blades, Treasurer Thompson and Judge Murphy members of the board of education.

How often is the service of these officials given to the cause of public education? How many of them realize that this duty devolves upon them? Years ago when the school board was so corrupt that it smelled to Heaven, Mayor Pingree invaded its session and after giving the grafters opportunity for confession and promise of reform, roundly denounced the leaders of the grafting combine by name. He accomplished so much good that it is a wonder that the city has not had the benefit of other ex-officio service.

The election of school inspectors on a general ticket was tried before in this city, and the selections were not bettered. In fact, we doubt the possibility of re-electing, even under the primary system, a better class of men than form a majority of the present board. The membership of any elective board cannot be expected to be very much superior to the average intelligence and average character of a majority of the people of this city.



Hans Christian Andersen anniversary April 2, 1905, the great fairy tale writer.



How desirable school legislation is progressing in several states.



When school athletics enter the precincts of the home.

DANGER IN THE SCHOOLROOM.

"Open air schools have been established in England for the benefit of weakly children and, it is said, with beneficial results," recently said a California writer. "These schools are under the care of physicians, and the most stringent regulations have been laid down for their guidance. The scholars will spend the whole day in open air, exercises will be moderate in character and degree, and lessons will be carefully varied. In the opinion of the physician, one hour's distasteful work is productive of greater fatigue than three of congenial occupation, but, true to the instincts of all British schools, the study of the classics will be rigidly maintained. Another part of the regimen is that the boys will rest before meals, milk will be given at certain intervals throughout the day, and a special dietary is being carefully considered.

"This must be considered as an advanced step in the theory and practice of education. Unfortunately, parents as well as teachers are neglecting that ancient maxim of 'mens sana in corpore sano,' and the tendency of it is to stuff the child's mind at the expense of the child's body. A robust child's health will eventually fail if that child is forced to sit in ill-ventilated rooms and has to breathe the breaths of a score or more of children. A stuffy, hot

room, imperfectly aired, is more detrimental to health than exposure to the fierce souhings of a north wind, and despite the fact that we in America pretend to be more advanced than Europe in matters of education, we are sadly neglectful of the health of our children.

"Nor can we place the blame alone at the doors of our school authorities. Parents are equally as responsible for this neglect. What parent in this city can say with an easy mind that he looks after the eating of his children when they are away from parental observance. More care should be exercised over the food of children than over that of grown persons; yet children are permitted, through the indulgence of their parents, to tax their digestions with all kinds of candies and other unwholesome edibles. Near to each school a candy store flourishes, and children who have pocket money spend it on so-called 'chocolates,' 'gum-drops,' and other highly deleterious compounds. At stores almost anything is negotiable for candy. A well-known lady in this city, in defining the practice of children buying candy, said: 'Well, I can hardly blame the children for buying that trash. When I was a little girl I used to take stamps from my father's desk and negotiate them for candy.'

"Judging from this incident, it is evident that some sort of sumptuary law is necessary for the guidance of parents, stores and school teachers. A child's well-being is not merely the matter of a parent's care; it concerns the State, and a healthy childhood means a healthy adult. The healthy man and the healthy women are benefits to the State, while a sickly man and a sickly women are detriments to the State."

It is the business of other men to clear forests, to raise crops, to dig mines and to build cities to create material wealth; but it is the business of the teacher to build character. His work is to train the children of the state into industrious, honest, patriotic citizens and, above all things, to teach them the sacredness and majesty of the public law.—B. W. Torreyson, Fort Smith, Ark.

A mere matter of dollars and cents cannot measure some things, and it would be no economy whatever to provide less than the best ability in moulding the characters of pupils in our schools. They are not to be provided alone with an education, but in them is to be founded those great elements whose result is manhood and womanhood, reputable citizenship and sound integrity of character.—Dr. W. H. Christy, President Board of Education, Omaha, Nebr.



Merit system made basis of salary raise by School Board of Spokane, Wash.



A practical family lesson in civil government.



The proposed consolidation of the Pittsburg and Alleghany, Penna, school systems.

School Architecture

By CLARENCE MARTINDALE,
ARCHITECT,
INDIANAPOLIS, IND.
(Concluded from March number)

STAIRWAYS AND HAND RAILS.

In designing the stairways the hand rails should be plain, smooth and of hard wood to afford an easy grasp to the child's hand. Iron pipe rail may be used and should be about one and a quarter inch in diameter. Where possible iron staircases should be used with treads fitted with rubber mats, or still better, some of the recently introduced combined lead and steel treads. These mats or pads should be set into a recess in the tread. Where wooden stairs are used, the treads should be of hard wood.

In primary schools stair risers should be six inches high, in other schools they should not exceed seven and a half inches. There should always be wall rails except on the platforms. All stair walls should be enclosed with high balustrades of sufficient strength to resist any pressure that may be caused by a panic. No school of two or more stories in height should have less than two stairways, and they should be so placed as to permit rapid exit without confusion in the corridor. Stairways should have abundant light and should be wide enough to permit two files to pass down at the same time. Landings should be at least the full width of the stairways and more if possible. There should be not less than three or more than fifteen risers between the landings. Much care should be taken to have the corridors large enough. It were better that they be too wide than not wide enough. It is to this detail of the plan that the architect should devote his best efforts. He should study the customary movement of the pupils at the different hours of the day.

Recent disasters in the theaters and other buildings have demonstrated that funnel effects in corridors and stairways are pernicious death traps. Corridors should be large enough to accommodate the combined capacity of all the stairways, thus preventing a jam during a panic. The exits should be of such a number and of such dimensions as to permit the school to be emptied rapidly and without confusion.

WARDROBES, WALLS, ETC.

There should be, if possible, in addition to the main entrances, separate outside entrances to the basement for each sex. Where the conditions of the building permit there should be an ample porch or vestibule to shelter the early comers who cannot gain admission to the building. The entrance doors should open out to prevent possible disaster in case of fire. These doors should be so placed as to be protected from wind and rain as much as possible. An entrance with runway and storage for bicycles is necessary in most localities. Cloak rooms are a waste of good space and extravagant. Wardrobes located either in the corridors or classrooms give better satisfaction. These should be ventilated by warm air duct from the heating system. One wardrobe with sliding front will accommodate all the pupils of a classroom. In the new building erected in this city wardrobes are used exclusively. These contain space for coats, hats, umbrellas and rubbers and give better opportunity to ventilate the clothing than the old-fashioned cloakroom. Each classroom should be provided with a closet set into the recess of the walls for the storage of appliances and supplies used in the daily class work. These closets should be sixteen inches deep. Besides this closet there should be a book closet and wardrobe for the teacher. A platform ten by

five or six feet should be provided for the teacher. This should be portable, as many teachers prefer not to have an elevated seat. The modern grammar or high school is always equipped with an assembly hall. This room or auditorium should have seating capacity for all the pupils at one time. The vital feature of this room is its acoustic properties. The assembly room is often made to incorporate gymnasium work. If possible it would be better to have a separate gymnasium. For blackboard slate is the most economical in the long run, and when of proper quality and color, is preferable to any other blackboard. Some authorities recommend blackboards on all available wall space, but in this city it is the practice to place them on the front and right-hand walls only. Sheathed dados should never be used in the schoolroom. They give lodgement for dust, and when removed have often been found to be infected with vermin. As little wood as possible should be used for the same reason. Inaccessible ledges on which dust may collect should likewise be avoided. To facilitate the cleaning of the building the angles of the wall and the junction of the walls and ceilings should be concaved on a radius such as is customary in hospital construction. Hardwood floors should always be used. In Boston ash is mostly used, but in this locality oak or maple are preferable for floors. All floors should be deadened either with quilt or grouting. All classroom doors should have transom lights over them and should have a glass panel in the doors set with the bottom four feet from the floor. Door should open toward the corridors. There should be a picture moulding around the walls of all classrooms, recitation rooms and assembly halls. A well planned school should have a teacher's rest room and a principal's room, so arranged as to give opportunity for proper supervision. They should be furnished with wardrobes, toilet rooms, book-cases, etc. If possible the principal's room or office is best placed on the first floor overlooking the main stairway.

CEILINGS AND FLOORS.

Care should be taken in the selection of colors for the schoolroom. For rooms with southern exposures and strong light a soft shade of green is advisable. Buff radiates the light and is good in most cases. The ceiling should always be of a lighter color than the side walls. The uses to which the basement may be put depends upon the size of the school. In every school there should be, if possible, in the basement, well lighted separate rooms for both sexes, with lavatories adjoining shut off by door on spring butts. In the basement should also be placed the boiler room, coal room, etc. The best flooring for the basement is asphalt. Where wooden floors are used in the basement (and these are well to avoid as much as possible) they should be laid in sleepers bedded in concrete with waterproof paper under the upper floor and with no air space. If the site is damp it is well to lay on top of the concrete a thick coating of asphalt before setting the sleepers. If the size of the basement will permit manual training, domestic science and gymnasium work can be provided for in this part of the building.

ROOFS AND ROOFING.

For roofs, tile is the best for school purposes. They should be hard burned and interlocking. These, however, are expensive and out of reach

in many localities. Slate makes a good roof, but all depends upon the kind, size and manner of laying. Slate are often laid in sizes too large and are therefore liable to crack with the settlement of the building and other causes. The copper cornice is ideal, but like the tile roof, is expensive. It is well to avoid unnecessary cutting up the roof with stacks, ventilators and dormers, as all such irregularities may cause leaks and no end of annoyance to those in charge of the buildings. In almost every case concrete foundations are the cheapest and best. There is an impression that concrete is non absorbent, but this is a mistake. The only way to secure an absolutely dry wall of concrete is to cement or asphalt the outside. When this is done and the concrete properly mixed the foundation is practically perfect. One of the greatest advantages of a concrete foundation is the rapidity of construction, it being possible to lay such a wall in one-half the time expended upon a stone foundation. Brick foundations should be laid in cement mortar and asphalted on the outside. Stamped steel ceilings are a great improvement over plaster. They are practically fireproof and require no repairs.

PLUMBING AND CLOSETS.

There are three essential points in the installation of the plumbing in any building, and especially in school houses. First, the joints for all fixtures should be metal or submerged; second, in view of the different janitor service, the fixtures should be of a sort which may be easily cleaned, and third, perhaps most important of all, they must have constant local ventilation. Any system of soil disposal which has sewer connection may be placed in the basement of a building. This can be done provided a strong and constant ventilation is maintained through the fixtures to a vent shaft. Most of the leading plumbing manufacturers are making good school fixtures, and at least two of them make this work a specialty. Range closets while good are costly in the use of water. Individual closets, while costing more than ranges, are more sanitary and consume less water, which is a feature not to be overlooked where water is taken through a meter. It is a good rule to provide one closet for every fifteen girls and one to every twenty-five boys. With a little care, fixtures can be obtained that are perfectly sanitary and free from odor. In large schools it is well to have a separate building for the power house and the toilet rooms with a corridor so ventilated as to cut it off from the school. The boiler room and coal room should separate the toilet rooms. This arrangement gives excellent sanitary results and permits the use of the entire basement for manual training rooms. All large schools ought to be fire-proof. In the long run it is good economy when the cost of insurance is taken into consideration. Where grounds are large enough they should be dotted here and there with good trees. Not, however, closer than thirty feet to the building. Roofers' gravel is the correct thing for the play ground proper. There are some school commissioners who have the same idea about caring for the grounds of their school as county commissioners have in regard to country roads. A fine school with ill-kept grounds is like a well-dressed man wearing a paper collar. Low flat grounds should be thoroughly drained with farm tile. A hedge of California

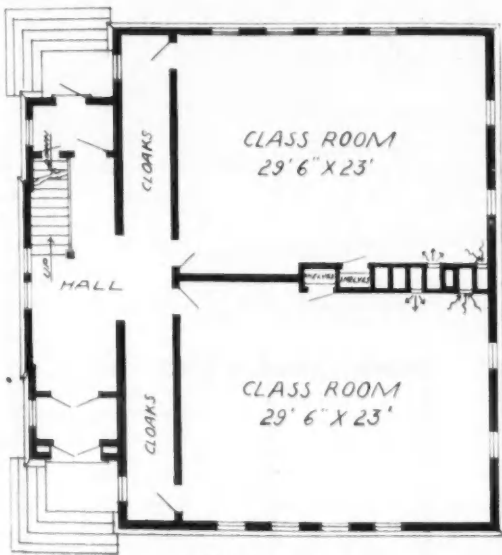
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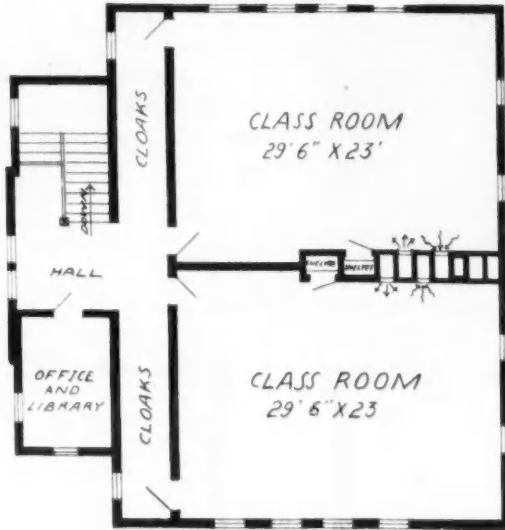
NEW PUBLIC SCHOOL, HOSPERS, IOWA.
Albert Schippel, Architect, Mankato, Minn.



NEW PUBLIC SCHOOL, CLAREMONT, MINN.
Albert Schippel, Architect, Mankato, Minn.

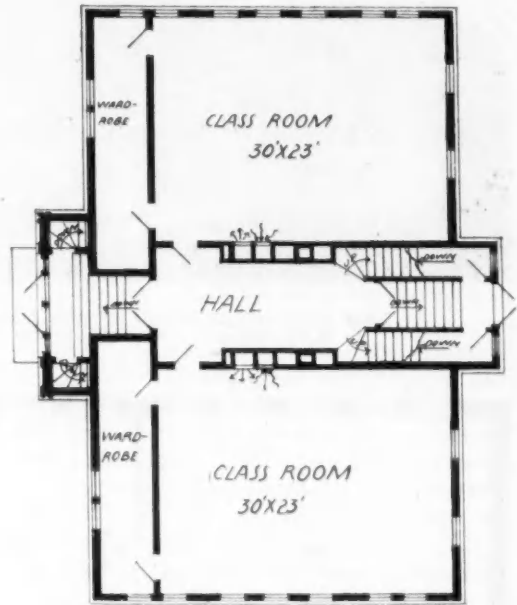


FIRST FLOOR PLAN



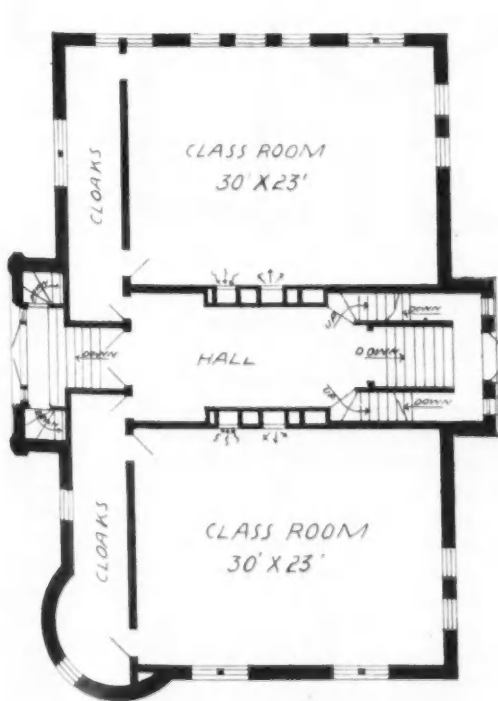
SECOND FLOOR PLAN

FLOOR PLANS, NEW PUBLIC SCHOOL, HOSPERS, IOWA.

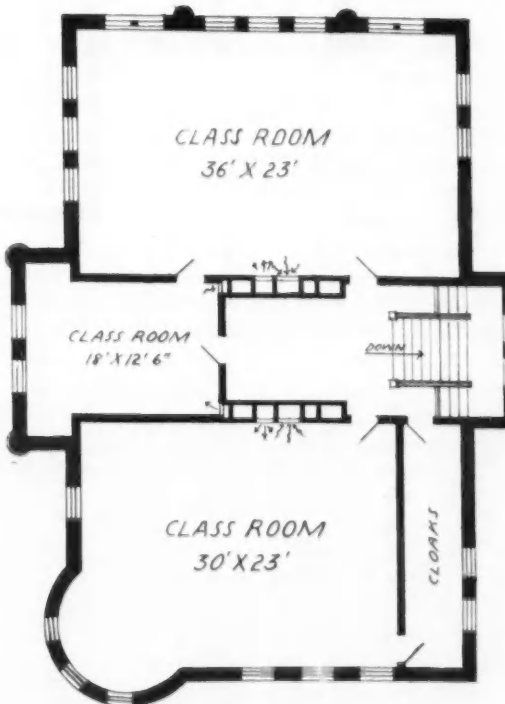


FIRST FLOOR PLAN.

NEW PUBLIC SCHOOL, WOODSTOCK, MINN.

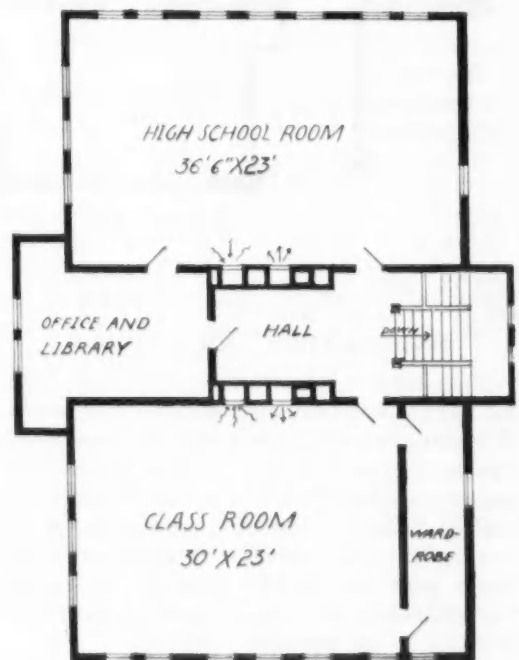


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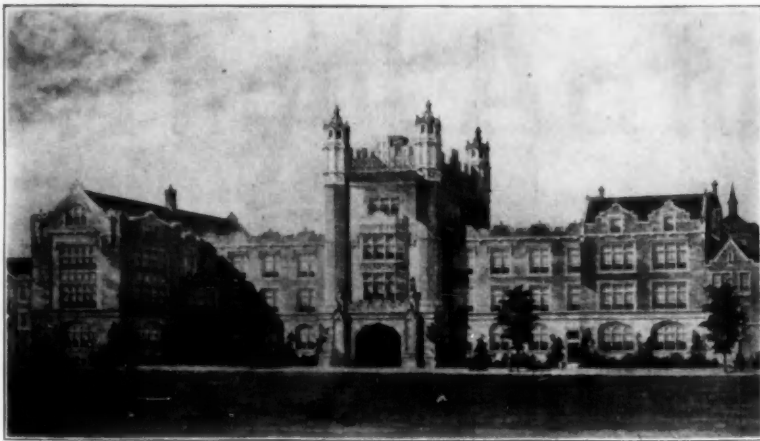
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FLOOR PLANS, NEW SCHOOL, CLAREMONT, MINN.



SECOND FLOOR PLAN.

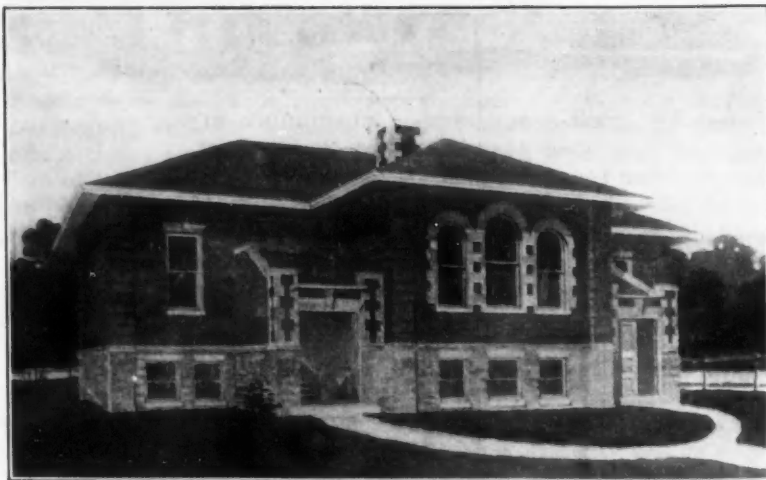
NEW PUBLIC SCHOOL, WOODSTOCK, MINN.



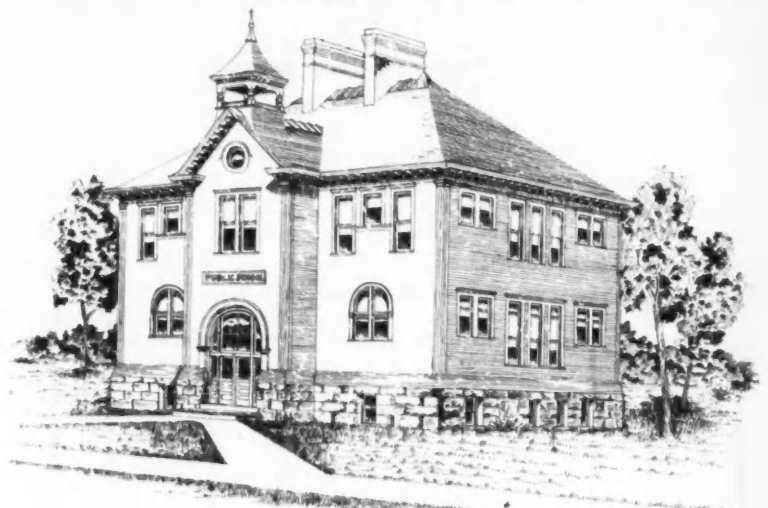
NEW ERASMUS HALL HIGH SCHOOL, NEW YORK CITY.
C. B. J. Snyder, Architect and Superintendent of School Buildings.



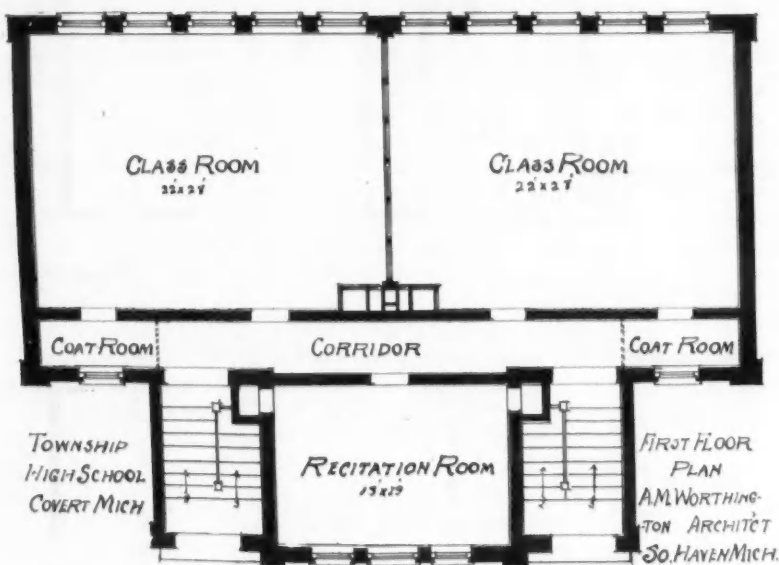
NEW INTERLAKE SCHOOL, SEATTLE, WASH.
James Stephen, Architect.



NEW TOWNSHIP HIGH SCHOOL, COVERT, MICH.
A. M. Worthington, Architect, South Haven, Mich.



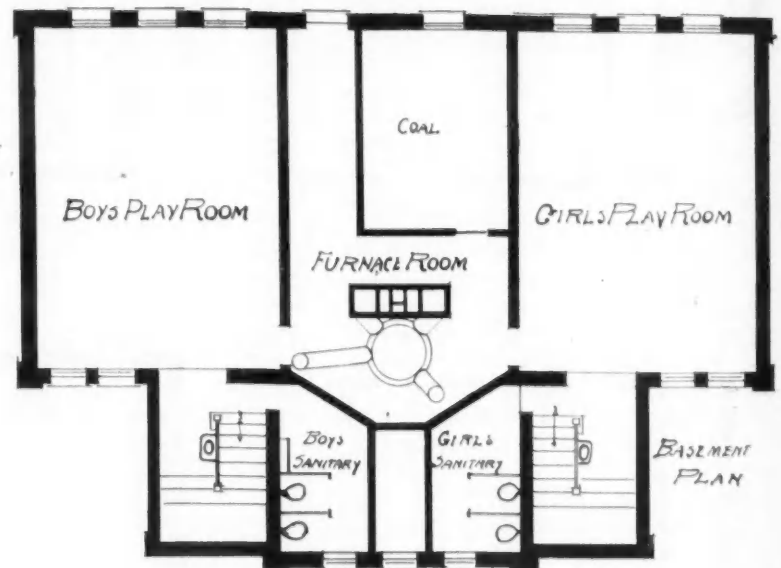
NEW SCHOOLHOUSE, WOODSTOCK, MINN.
Floor Plans on Page 11.
Albert Schippel, Architect, Mankato, Minn.



FIRST FLOOR PLAN.

FLOOR PLANS, NEW TOWNSHIP HIGH SCHOOL, COVERT, MICH.

A. M. Worthington, Architect, South Haven, Mich.



BASEMENT PLAN.

UNION LABOR AND SCHOOLS.

The Board of Education of Detroit, Mich., has had an experience with the union labor clause. A contractor named Lewis was the lowest bidder for the steel work on the Goldberg school building, but the board of education, after accepting the bid, adopted a resolution providing that unless the lowest bidder would agree to employ only union labor the contract should go to the next highest bidder who would agree to insert such a clause in his contract.

In granting a mandamus directing the board to award the contract to Lewis, who refused to agree to employ union labor exclusively, the supreme court contents itself with quoting ap-

provingly from an opinion of the supreme court of Illinois in a precisely similar case as follows:

"The contract contends to create a monopoly and to restrict competition in bidding for work. The board of education may stipulate for the quality of material to be furnished and the degree of skill required in workmanship, but a provision that the work shall only be done by certain persons or classes of persons, members of certain societies, necessarily creates a monopoly in their favor. The effect of the provision is to limit competition by preventing contractors from employing any except certain persons and by excluding therefrom all others engaged in the same work, and such a restriction is illegal and void,

"No question concerning the merits of labor or trades unions is in any way involved in this case. The right of organization for mutual benefit in all lawful ways is not denied. The question is whether the board of education has the right to enter into a combination with such an organization for the expenditure of taxpayers' money for the benefit of the members of the organization and to exclude any portion of the citizens following lawful trades and occupations from the right to labor. It has no such right."

Chicago. Teachers will have to be residents of the city or resign. Many of the city teachers live in the suburbs.



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School Boards in Convention.



The Ohio School Board Convention.

A gathering of 150 members of boards of education representing the various parts of the state met at the Great Southern Hotel, Columbus, O., March 16 and 17. The program matter had been carefully planned and the speakers came up to every expectation.

The discussions proved as interesting and valuable as did the papers. President Needham guided the proceedings with tact and judgment and gave as much opportunity for discussion as the subject and the time at command warranted. Secretary Williams was in his chair and added materially to the expeditious progress of the program.

Among the features of the meeting was an address by President W. O. Thompson of the University of Ohio. This vigorous, clear headed educator captivated his audience in a talk on the relation of the common schools to the university.

Conspicuous among those in attendance were the lady school board members of Cleveland and Toledo, Mrs. A. E. Hyre and Mrs. Pauline Steinem. It may be added here that no two women ever occupied similar positions in Ohio who brought to them greater mental and temperamental equipment for the duties they have assumed.

Under the heading of special mention Mr. Bernard Schlessinger, Xenia, deserves attention. With an agreeable German accent he possesses the ready wit of an Irishman. His wide experience in school administrative labors and his loyalty to the cause of popular education enable him to throw light and sense into his discussions.

Hon. Edmund A. Jones, the State School Commissioner manifested a warm interest in the meeting. He is serving his first term but has already demonstrated his eminent fitness for the exacting duty assigned to him. He possesses an unassuming, thoughtful personality, goes in to the heart of things and applies sound judgment based upon scholarship and training.

Minutes of the Proceedings.

Thursday, March 16, 9:30 A. M.—The meeting was called to order by President Needham, who explained the mission of the association and the immediate purposes of the meeting.

State School Commissioner Jones explained the new school code which has been a subject of great importance throughout Ohio and which still offers much food for discussion. A number of apt questions were asked and were answered by the Commissioner. The Discussions were interesting and were entered into by Messrs Aldrich, Cox, Van Cleve, Martin, Keller, Smith, Trauger, Lehman and Mrs. Hyre.

They occupied the time of the morning session, and led to new conclusions as to the tendencies and possibilities under the new law.

Afternoon Session.

Dr. W. O. Thompson, President of the University of Ohio spoke on the "Relations of the Common Schools to the University." He was followed in discussion by Mr. Boyer and others.

"Submitting School Levies to the Board of Review," was the subject of a paper by Mr. L. O.



DR. WILL J. PRINCE.
President-Elect.
Piqua.

Miller of Dayton. He was followed by Mr. W. W. Chalmers of Toledo in a paper on "Manual Training and Kindergarten in the Elementary Schools."

The discussion was led by Supt. C. L. Van Cleve and followed by Messrs. Lehman, Eberhardt, Little, Cox, Niederhauser and Jones.

A paper prepared on "Should School Elections be Independent of all other Elections," by E. E. McCombs of Martins Ferry was read by State School Commissioner Jones. Discussion by Messrs. Lehman, Schlessinger and Dr. Prince. Adjournment followed.

Last Session—Friday, 9:30 A. M.

The third and last session was opened by a paper on "Teaching of Elements of Agriculture in the Rural Schools," by Mr. F. A. Derthick of Manitea. The discussion which followed this paper was led by Principal A. B. Graham of Springfield, followed by others. At this juncture President Needham appointed the following Committee on Nominations: Oscar Fisher, Piqua, chairman; Bernard Schlessinger, Xenia; Fred Lampe, Greenville; S. J. Vining, Celina; Edward Townsend, Drake county.

"The Board of Accounting in Its Relation to School Boards" was the subject of a paper read by Alfred B. Pechinpaugh, of Wooster. He was followed by a paper on "A Simple Method for Testing the Sight of School Children," by Dr. John C. Eberhardt, of Dayton. Discussion on this paper was participated in by Messrs. Simkins, Cox and others.

The closing address was made by Wm. George



DR. W. D. LONG.
Legislative Committee.
Dayton.



J. H. LEHMAN.
Vice-President.
Canton.

Bruce, editor of the American School Board Journal on the subject of "School Architecture."

The Committee on Resolutions reported the following:

WHEREAS, Under the provisions of the school code recently enacted all levies for school purposes in the city school districts of the state must be submitted to the revision by the City Board of Review, and,

WHEREAS, Boards of Education are elected directly by the people to manage that greatest of all public institutions—the public schools, and that such Boards are directly responsible to the people of their districts for all their action as such, that such Boards of Education by a careful, honest and intelligent study of the needs of the schools are better prepared than any other persons or bodies to judge what the taxes for such purposes should be, and

WHEREAS, The Board of Review, however able they may be, are seldom able to properly estimate the needs of the public schools, and almost never in sympathy with them. As a rule they have an eye only to the keeping of the tax rate down and thus very often do great injustice to the public schools; therefore, be it

Resolved, By the Ohio State Association of School Board members that the legislation committee of the organization be directed to use every effort to have the school code so amended at the next session of the legislature as to repeal such provisions, and to provide that the levy of taxes for school purposes as made by the Board of Education shall be final.

On motion the resolution was unanimously adopted.

The Committee on Nominations reported the following list of officers for the ensuing year:

Officers-Elect.

President—Dr. Will J. Prince, Piqua.

First Vice-President—L. J. Dauner, Cincinnati.

Second Vice-President—J. H. Lehman, Canton.

Secretary—James A. Williams, Columbus.

Executive Committee—Chairman, Bernard Schlessinger, Xenia; Mrs. Pauline Steinem, Toledo; D. M. Keller, Newark; M. F. Hussey, Sidney; George C. Smith, Alphy; Fred Lampe, Greenville.

Legislative Committee—Chairman, Oscar Fisher, Piqua; Mrs. A. E. Hyre, Cleveland; Daniel Milligan, Hamilton; D. W. Long, Dayton; Dr. W. O. Thompson, Columbus.

The report was ratified and the officers declared elected.

President-elect Dr. Prince was then introduced and was warmly received. He thanked the association for the honor conferred upon him and gave assurance of his best efforts in behalf of next year's meeting.

The meeting then adjourned to meet next year at Columbus.

Members Present.

E. D. Shields, E. D. Townsend, J. W. Swartz, Fred Lampe, L. E. Wills, A. F. Waters, Greenville; J. H. Lehman, John Neiderhauer, Canton; C. L. Boyer, Circleville; Oscar Fisher,

(Continued on subsequent pages.)



The Western United States.

A Geographical Reader. By Harold Wellman Fairbanks, Ph.D. Author of "Stories of Our Mother Earth," etc. 302 pages. Price 60 cents. D. C. Heath & Company, Boston, New York, Chicago.

Last September the United States had the honor of entertaining the international geographic congress. This volume recalls and illustrates an expression occurring in a report of its sessions: "Few persons realize what a many sided science geography is." The sub-title is here used in its present large significance.

Physical geography and geology form the warp and woof of the chapters on the destructive and constructive work of the silt-laden Colorado River; on the rising and sinking of different portions of the Pacific coast; on the earthquakes and mountain building in the Cordilleran region; on beautiful Lake Chelan, with one exception the deepest lake in the United States, lying in the basin of a canon blocked by a dam and hemmed in for sixty miles by rugged and steep-walled mountains. Mineralogy and geology appear in the chapters on coal and petroleum, copper-mining, gold and gold-mining. Conditions helping or hindering the growth of cities are skillfully brought out in the pages devoted to the location of cities on the Pacific slope. History comes to the front in the sections on the early inhabitants while those on the Russian and Spanish settlements, on the early voyages, on the discoveries of Fremont, "the pathfinder," on the story of Lewis and Clark illustrate "the control which physical features exercise over the paths of exploration, settlement, and industrial development."

The treatment of these topics discloses the author's personal acquaintance with these interesting portions of our western states. Ah! the western states are no longer east of the Rocky Mountains. Points of each topic are logically developed in clear, even choice language. Many of the numerous photographs were taken by Mr. Fairbanks himself and truly illustrate the subject matter. As suggested in the preface they should be used; since they come under the head of pictures that may be profitably studied. A good index would add materially to the working value of the book—this is wanting.

Many chapters, complete in their own way, might easily serve as a starting-point for an extended course of reading. Those entitled "The Life of the Desert," "The Life of a Prospector," might be followed by the accurate, yet poetic prose of Mary Austin in "The Land of Little Rain" and "The Basket Woman;" that on The National Parks and Forest Reserves," by John Muir's, "Our National Parks," while Francis Parkman's "Oregon Trail" and some of the "Commonwealth Series" might admirably supplement the chapters on early explorers and settlers. This is but a beginning. The varied industries, and the social characteristics of the Pacific states opens another very different and very large field. All this goes to show "what a many sided science geography is."

Old English Ballads and Folk Songs.

Selected and edited by William Dallam Armes. Cloth, pp. xlv-219. The Macmillan Company, New York, London.

Old ballads are nameless, of immemorial antiquity sprung from the very heart of the people. In his prefatory note the editor states his sensible and scholarly reason for having "modernized to a certain extent the texts what follow." He plainly agrees with Prof. Child, who has said: "As spelling will not make an old ballad, so it will not unmake one." The characteristic features of old ballads and folk songs are clearly analyzed and fully illustrated in an introduction that would meet the needs of a much larger collection. In an article on ballads by Andrew Lang is a quotation that briefly expresses the main points. They form the instructions given by Mr. Ampère to the committee appointed in 1852-1853 to search for the remains of ballads in France. The collectors were directed to look for the following characteristics: "The use of assonance in place of rhyme, the brusque character of the recital, the textual repetition, as in Homer, of the speeches of the persons, the constant use of certain numbers—as three and seven—and the representation of the commonest objects of life as being made of gold and silver." Our editor, however, makes some distinctions between old English ballads and folk songs. He finds that anonymity, impersonality, the possession of stanzas and therefore of rhyme and simplicity are characteristics common to both. But the impersonality of the ballad is that of the community rather than of an individual. Historical facts are used with the greatest freedom, "For a ballad's a thing you expect to find lies in." The most noteworthy characteristic is that of repetition. This feature as well as the frequent use of the numbers three and seven is sustained by numerous examples. This tendency appears in more than one primitive people. The Greek, in their myths were devoted to the use of three and the multiples of three; as the three Fates, the three Furies, the nine Muses; while the Hebrews used both three and seven. Both the communal and the individual theory of the origin of ballads is stated, though preference is plainly given to the former.

A glossary is a welcome aid to the twentieth century reader. The notes form one-third of this attractive little volume.

History of the World.

By Charles Morris, Author of "A History of the United States, Its People and Its Institutions," etc. With Maps and Illustrations. 576 pp. J. B. Lippincott Company, Philadelphia, Pa.

The author believes that a general, brief survey of the world and the events that have taken place in it should precede the special study of the separate nations and successive periods. It is assumed that the pupil has already acquired some knowledge of the geography and history of his own country.

The nations are related, more or less closely, one with another, both in situation and in their history. With this general view of the world before him the student will be prepared to take up the study of one nation after another, and consider each in its proper place, in its proper relations to all others. The progress of the human race is traced, briefly, of course, from the savage state to that of civilization. That progress has not always been uniform. There have been periods of high development, followed by checks and declines. We are taught to give credit to ancient nations for much that was valuable in art and learning. The story is a long one and this outline, well-written and well-illustrated, is calculated to lead the student to further study.

Goethe's Hermann and Dorothea.

Edited by Phillip Schuyler Allen, Assistant Professor of German Literature in the University of Chicago. 16mo., semi-flexible cloth, 357 pages. Ginn & Company, Boston, New York, Chicago, London.

A carefully prepared edition for the use of American students. It is furnished with a complete vocabulary, quite an elaborate introduction, repetitional exercises and notes. Much can justly be claimed for the text.

Practical German Conversation.

By Lawrence Fessler, Professor of Germanic Languages and Literature in the University of Nebraska. 16mo., semi-flexible cloth, 255 pages. List price, 60 cents; mailing price, 65 cents. Ginn & Company, Boston, New York, Chicago.

There are twenty exercises in conversational German with the necessary vocabulary. While these are intended for students having a fair reading knowledge of German, yet for the benefit of those who have not such a familiarity with the language, corresponding words in ordinary colloquial expressions are arranged in parallel columns. Provision is made also for written exercises. Students in German will find these exercises valuable.

Nouveau English-French French-English Dictionary.

By E. Clifton and J. McLaughlin. Cloth, 673 pp. Price, \$1.00. Garnier Freres, Paris, France.

As the name implies, this English-French and French-English dictionary is designed mainly for those to whom "la langue française" is a native language. It may, however, be all the better for those to whom English is a native language. It replaces a pocket dictionary, compiled by E. Clifton, based upon that mine of "lexicographical learning," the larger French-English dictionary by E. Clifton and Grimaux. The long and marked success of the earlier edition made the publishers reluctant to alter a book which seemed to satisfy the needs of the public. But a dictionary of a living language is never quite up-to-date, and this edition was too small to give the explanations and examples now deemed necessary. Hence, the publication of this medium work, which is practically a new dictionary. Its special features are: (1) the figured pronunciation of every word is given; (2) several examples follow every important word which the earlier work, owing to its small size, could not give; (3) repetitions are carefully avoided; (4) a table of all the irregular verbs and a very complete one of moneys, weights and measures may be referred to instead of looking for a particular word in the body of the dictionary; (5) new words and a large number of technical, scientific and business terms have been added.

The Sprague Classic Readers.

Book IV. By Sarah E. Sprague, Ph. D. 376 pages. Price, 60 cents. Educational Publishing Company, Boston, New York, Chicago.

Whoever writes good books for children does the world a service. This series is made up of good books. Part One of this number is for the fourth grade, and Part Two for the fifth. The whole series is prepared by one who seems to know what will intelligently interest children. There are features that suggest thought, description, story myth, fable, fairy tales, and sketches of great men; selections from Hiawatha and the Niebelungen, from Tennyson and Whittier, studies in nature and in art all chosen and arranged with judgment and illustrated with taste. The book will please the children and the teachers of the children. There is a healthful, uplifting character about it.



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Mr. A. H. Kenerson of Ginn & Company, Boston, spent a brief vacation in the South. He will be at his desk again some time this month.

Dr. C. H. Thurber, editor of Ginn & Company, Boston, was confined to his home last month with an attack of grip.

One of the regular incidents of an annual N. E. A. meeting is a long social visit between Maj. A. W. Clancy and G. W. Holden of book cover fame. As soon as they spy one another they get off into one corner of the hotel lobby and for six long hours swap stories. Some of the mischievous and un-Christian bookmen claim that they merely swap lies, while others hold that they tell the same stories over and over again.

The Southern bookmen did not make their appearance at the Milwaukee meeting. Is it possible that brave men like Lucien V. La Taste, J. W. Alexander, L. B. Robeson, etc., etc., were afraid of the rigorous climate of the North? Come, speak up; why were you absent?

A. L. McLachlin, who represents D. C. Heath & Co. in Nebraska and makes his home at Lincoln, was the first bookman to arrive at the Milwaukee meeting.

Mr. Ham, a former bookman, was once asked his name by a stranger. "Ham is my name, sir!" he answered promptly.

"Well, I suppose," replied the stranger hesitatingly, "you don't spell it the regular way. You spell it probably with two m's?"

"Just one m," responded Mr. Ham. "God spells his name with one d and seems to get along very well. I shall get along with one m."

John F. L. Morris, agent for Ginn & Co., has been nominated for the Common Council of Philadelphia by the Republicans of the Twenty-third ward. Mr. Morris is a bright and energetic man as well as an honorable gentleman. He will prove an excellent public servant if elected.

THE ACUTENESS OF CHILDREN.

The fact that children instinctively discover the elements of goodness or badness in the men whom they may meet in the span of a school life, is well illustrated by the following story which has been rescued out of the traditional and unprinted lore of the state of Michigan.

Fred W. Arbury, the athletic and red haired representative of Silver, Burdett & Co., was for some years before he entered upon his present

missionary occupation, the superintendent of schools at Battle Creek, Mich.

It so happened recently that he visited the scenes of his former activity and was treated to a great deal of attention by the school people. He visited some of the schools and among them what is known as the Central School Building.

Here, in the first primary room which is presided over by Mrs. Elizabeth Lusk, a capable primary teacher, and one who taught under Arbury when he was the superintendent, he was also cordially received.

"Boys and girls!" said Mrs. Lusk, as she turned smilingly to her class of forty pupils, "who is this gentleman that has come to make us a visit?"

The pupils stared at the stalwart and imposing figure of the stranger, but manifested no readiness to reply.

"Get your thinking caps ready," urged the teacher in a kindly tone of voice. "And if you can't think who he is, then I want you to guess. Hurry up now and think quickly. Who is ready to guess?"

In the front row near the teacher the hand of a charming little girl, six years old, went up, saying:

"I think I know who he is."

"Well, who is he?"

"George Washington!" came the little tot's unhesitating and triumphant reply.

Arbury's breast swelled perceptibly with pride to find himself classed with great men, and in the evening confided the unique incident to an unfeeling bookman at the hotel. This brute at once doubted the whole story and immediately gossiped among other bookmen the fact that he believed Arbury to be a frightful prevaricator.

"Go and ask Mrs. Lusk," replied Arbury, chuckling to himself. "Little children have lots of intuition. That little girl could tell an honest face when she saw one. She simply reasoned to herself, 'there's the man who cannot tell a lie—George Washington.'"

THE MAN OF CHINA.

A neat incident in which G. W. Holden of book cover fame gave evidence of his power of repartee, occurred during the recent Superintendents' meeting at Milwaukee.



MR. FRED W. ARBURY
Michigan Agent for Silver, Burdett & Co.

Mr. Holden, who is known for his hospitality, gave a dinner for the purpose of bringing the school men of various sections of the country into closer social contact with each other.

When the group of gentlemen, some forty in number, were about to enter the dining room he began his introductions, as follows:

"This is Mr. Cooper of Seattle, Wash., Mr. Burke of Boston, Mr. Gibson of Columbus, Ga., Mr. Lewis of Worcester, Mass., Mr. Bostwick of Clinton, Ia., Dr. Chancellor, of Paterson, N. J., etc., etc."

"Where's the man from China?" some one in the crowd asked in a loud voice.

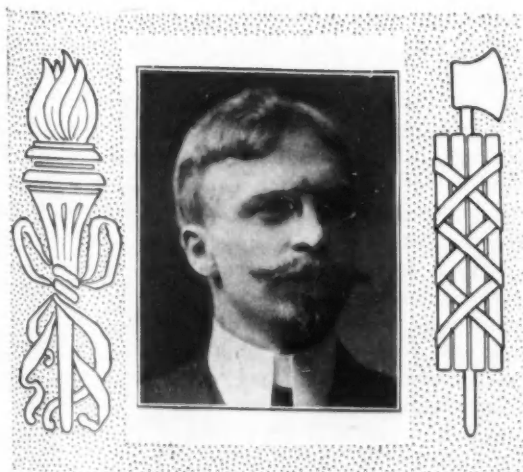
Promptly Mr. Holden replied: "Some interruption to navigation on Japan Sea prevents his getting here in time."

A BOOK CHASE AND A BOOK RACE.

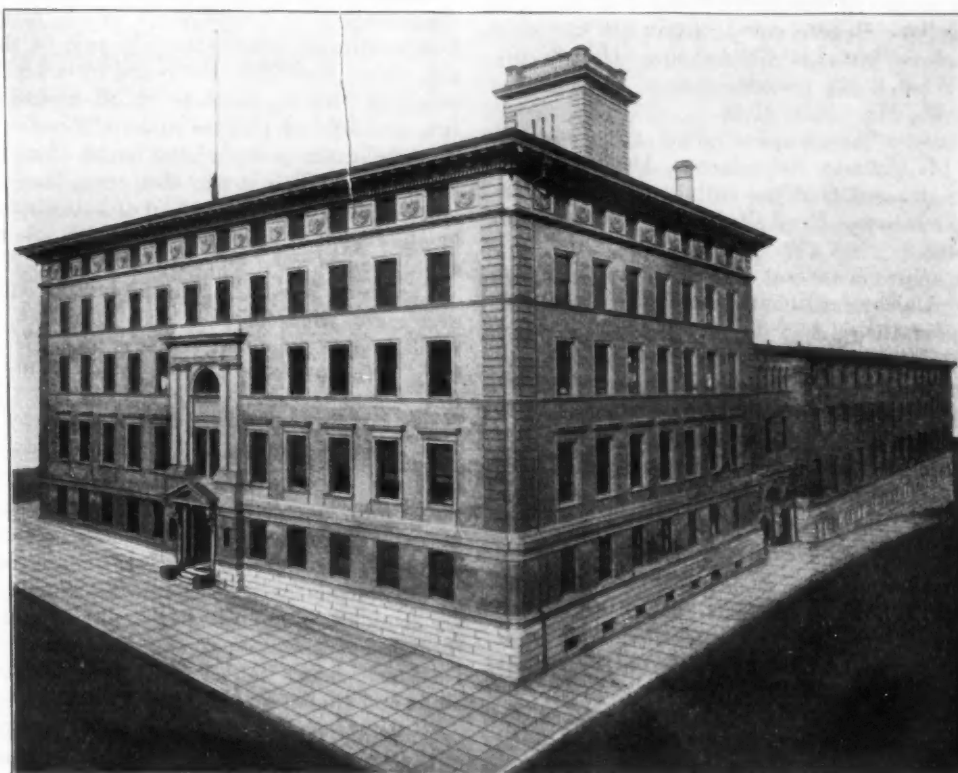
BY "D," THE BOOKMAN RHYMSTER.

A certain bookman—I'll not mention his name,
But simply will say it is not known to fame,
Albeit he hopes he will sometime be Fame's,
And, like Bozzaris, have his own 'mong the names
Of those favored few who were not born to die,
Just now 'tis a dream—he'll wake by and by—
Received a brief note from a School Prin. one day,
Which asked him to give, if he would, right away

(Concluded on subsequent pages.)



JOHN F. L. NORRIS,
Ginn & Company, Philadelphia.



New offices, printing house and binderies of the American Book Company, Cincinnati. 100 feet front on Pike street; 391 feet on Third street. Ferro-concrete floors, supports, interior walls and roof. About 110,000 square feet of working space.

Questions and Answers.



Under this heading all ordinary questions on school administrative problems are answered. If an immediate reply by letter is requested a stamped, self-addressed envelope should be enclosed. If the case requires special investigation a reply should not be looked for in less than a week's time. Unless specially stipulated the answer will appear in this column.

School Law Decisions.

Question.—Can you furnish us the court decisions on school matters reaching back from six to ten years?—S. Simpson, Westminster, Md.

Answer.—No, we cannot. Better consult such law libraries as you may find in your own city.

Heating and Ventilation.

Question.—1. Kindly give me the names and addresses of two architects who specialize in Heating and Ventilating old buildings.

2. Names and addresses of two firms that install Heating and Ventilating plants.—P. B. Winn, Elberton, Ga.

Answer.—1. There are no architects who specialize in heating and ventilation of old school buildings. There are, however, heating and ventilating engineers who make a specialty of schoolhouse work, both old and new.

2. We name you the following leading firms in the United States for that class of work:

Lewis & Kitchen, Kansas City, Mo.

American Warming & Ventilating Co., Chicago, Ill.

Peck-Williamson Heating & Ventilating Co., Cincinnati, O.

Sanitary Crayons.

Question.—Please inform me who manufactures "An-du-Septic" crayons.—E. L. M., Xenia, Ohio.

Answer.—An-du-Septic crayon is manufactured by the An-du-Septic Crayon Co., 61 Fulton St., New York City.

School House Plans.

Question.—Where can I obtain the complete plans for "Alabama Schoolhouse, Design No. 4?" What is the probable cost of the same?—C. H. W., Hoytsville, Utah.

Answer.—The complete plans and specifications of Alabama Schoolhouse, Design No. 4, can be obtained from the authors, Miller & Martin, Architects, Hood Building, Birmingham, Alabama.

The approximate cost of the building, if erected in Alabama without heating and ventilating apparatus, is \$1,826.

The cost of the plans and specifications will be the usual charge made by architects for this service. Consult page 87 of Bruce's School Architecture. A complete schedule of charges, as adopted by the American Institute of Architects, will be found there.

Sewage Tanks.

Question.—Will you kindly inform me where I can find out more about the "Septic Tank Method of Sewage Purification and Disposal," which is the subject of a short article in your February number?—C. E. Parkhill, Fergus Falls, Minn.

Answer.—The manufacturers are the N. O. Nelson Manufacturing Co., St. Louis, Mo.

Educational Leaf Cabinets.

Question.—Where can I obtain a cabinet with folding wings suitable for holding drawings,

photos and written work? I believe these cabinets were used at the St. Louis World's Fair.—R. W. Martin, Chicago, Ill.

Answer.—The New Jersey School-Church Furniture Co., at Trenton, N. J., manufactures them. This company supplied, we believe, all the cabinets used in the Palace of Education at St. Louis.

Horace Mann Portrait.

Question.—I am looking for an excellent portrait of Horace Mann for my classroom. Where can I get such a one? I might use another portrait of some eminent educator. I already have the Harris picture in my classroom. Any help you can give me in this matter will be appreciated.—M. J. H., Normal, Ill.

Answer.—We cannot tell you where you could obtain a good portrait of Horace Mann, unless it be from the following firms:

Prang Educational Company, Chicago, Ill.; A. W. Elson & Company, Boston, Mass.; The Perry Pictures Co., Malden, Mass.; Clement, Braun & Company, New York City.

THE TEACHERS' UNIONS.

The teachers' union objects to promotional examinations, says a Chicago editor. It wishes to regulate advancement in the public service entirely by seniority. It threatens to use its connection with the labor union movement as a club by which to enforce a concession to its principles.

The teachers are the servants of the people. The people employ them. The other members of the trade union federation are employed not by the people but by private persons and corporations. The employees of the people unite themselves with the employees of private persons and corporations and then prepare themselves to exert political pressure upon the people. The teachers' union goes down to Springfield and in the name of organized labor opposes certain laws and demands others. It uses organized labor for its own purposes. It threatens to bring the labor vote out against any board of education proposition which it does not like.

This alliance between pedagogy, labor, and politics, continues the writer, has consequences of the most far-reaching and intricate kind. The teachers, employees of the whole people, identify themselves with a movement which, no matter how admirable, represents only part of the people. They then fight the board of education by bringing this movement, which is industrial, into the field of politics and by threatening to overwhelm the policy of the board of education at the polls. This is why they want the board to be elected at the polls instead of being appointed by the mayor. Their influence with labor votes could then be used more directly.

President Roosevelt was absolutely and forever right when he held that employees of the whole people must not concern themselves as a body with politics. There can be no objection to a teachers' organization existing on its own account and focusing the ambitions of its members. There is every possible objection to a teachers' organization which uses the trade union movement as a political lever. Discipline and efficiency give way then to intrigue. The members of the board of education, instead of administering the schools for the whole people, are tempted to administer them on a system of special concessions to special political interests. Instead of being independent, they become timorous and shuffling. The situation is unsound.

If the teachers succeed in their plans, the writer concludes, they will coerce the board of education by a combination of trade unionism and politics into relinquishing the promotional examinations. Merit will be discarded. Simple

length of service will determine the position and the salary of each member of the teaching force. Politics will have again entered the schools of Chicago.

Paducah, Ky. The board will pay census enumerators 21½ cents per name.

Toledo, O. Mrs. Pauline Steinem, a member of the board recently said: "I believe that every soul dwelling in the raggedest, dirtiest and blackest of these children is of as much importance as that of any grown-up person, therefore, there is no higher profession on earth than that of teaching."

Bowling Green, Ky. The board adopted a rule by which hereafter no teacher having reached the age of fifty will be employed.

Grand Rapids, Mich. Robert's rules of order were adopted as the board's standard of parliamentary usage.

SCHOOL ARCHITECTURE.

(Concluded from page 10.)

privet adds greatly to the general effect. It requires no repairing or painting as fence would, but does require water and careful pruning.

In regard to the ornamentation of the grounds with flower beds, whatever is wisely done not only instructs and elevates the taste of the pupil but gives pleasure to every passer-by.

In conclusion let me say that we as commissioners and builders holding ourselves responsible for the educational advancement of the rising generation should keep ever before us the thought so well expressed by Hamilton Mabie in his "Work and Culture." "It is one of power of growth. The man who attains his ultimate aim has come to the end of the race. But no man ought ever to come to the end of the road. There ought always to be a further stretch of highway, an inviting turn under the shadow of the trees, a bold ascent, an untrodden summit shining beyond."

IT'S FOOD

That Restores and Makes Health Possible.

There are stomach specialists as well as eye and ear and other specialists.

One of these told a young lady of New Brunswick, N. J., to quit medicines and eat Grape-Nuts. She says:

"For about 12 months I suffered severely with gastritis. I was unable to retain much of anything on my stomach, and consequently was compelled to give up my occupation. I took quantities of medicine, and had an idea I was dieting, but I continued to suffer, and soon lost 15 pounds in weight. I was depressed in spirits and lost interest in everything generally. My mind was so affected that it was impossible to become interested in even the lightest reading matter.

"After suffering for months I decided to go to a stomach specialist. He put me on Grape-Nuts and my health began to improve immediately. It was the keynote of a new life. I found that I had been eating too much starchy food which I did not digest, and that the cereals which I had tried had been too heavy. I soon proved that it is not the quantity of food that one eats, but the quality.

"In a few weeks I was able to go back to my old business of doing clerical work. I have continued to eat Grape-Nuts for both the morning and evening meal. I wake in the morning with a clear mind and feel rested. I regained my lost weight in a short time. I am well and happy again and owe it to Grape-Nuts." Name given by Postum Co., Battle Creek, Mich.

Look in each package for the little book, "The Road to Wellville."



Minneapolis biennial to be what status and specialities. Often the thus squ the lack work.

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Minnesota. State Supt. J. W. Olsen, in his biennial report, declares many school directors to be wholly incompetent to select school apparatus and supplies. Unnecessary and high-priced specialties are bought from absolute strangers. Often the entire fund set aside for supplies is thus squandered, while the pupils suffer from the lack of ordinary apparatus to carry on their work.

Supt. Olsen says: "Some competent authority should pass upon school apparatus before it can be offered for sale to districts. By communications from different parts of the state, the attention of the department is frequently called to the operation of irresponsible grafters, who, by guileful resorting to the grossest, but plausible misrepresentations, have been able to take advantage of the ordinary school officer's lack of that experience which would enable him to distinguish standard apparatus, reasonable in cost, from very high-priced specialties, useless except to sell. It is significant that these specialties and helps are not handled by school men of recognized standing, nor by reliable local dealers, but are nearly always offered by strangers of no known financial responsibility. We have seen a contract recently made by a School Board, in which the non-essentials were in bold type, while the essential features of the document, making the district officers (who had exceeded their authority as such) personally responsible by their signature for the purchase price of the goods, was in print so fine as to be scarcely readable by the naked eye."

Muncie, Ind. The Nottingham School Supply Co. has been formed to manufacture and sell general school supplies.

Syracuse, N. Y. The contract for furnishing forty gross of pencils has been awarded to the Joseph Dixon Crucible Company.

Galesburg, Ill. Globes—one for each school in the city—have been ordered from the Central News Company, at \$15.50 apiece.

Illinois. Many School Boards in the state are expressing dissatisfaction with the convict labor law under which they are compelled to purchase school desks from the state reformatories. The prisons are offering certain desks at \$2.70 per piece, while the same article is being offered by manufacturers at \$1.70.

Metal ceilings have been approved by school officials and architects as being the most desirable for school house use. The Manual Training School of Indianapolis, the new high school at Martin's Ferry, have recently been equipped with metal ceilings by the Tiffin Art Metal Co., of Tiffin, O.

O. E. Kaltenbrun, who was formerly with the Standard School Furnishing Co., now represents the R. O. Evans Co., with headquarters at Chicago.

Merritt & Co., 1024-30 Ridge avenue, Philadelphia, manufacture patent clothes lockers for high and grammar schools, gymnasiums, etc. They consist of expanded metal, of the screen order, making them much more durable than woven wire. They are unquestionably the most practical locker now on the market.

R. R. Johnson, 167 Dearborn street, Chicago, has issued a neat booklet showing the advantages of adjustable window shades for schools. The merits of the shade adjuster are fully illustrated and explained. A number of the finest

school buildings in the United States, equipped with the shade adjusters, are illustrated.

Kalamazoo, Mich. The exhibit of drawings made here includes one from the Joseph Dixon Crucible Co., showing the great Allis-Chalmers engine at the World's Fair.

The New York Silicate Book Slate Co., 68 Church street, New York, has issued its fortieth edition of its catalogue. It contains illustrations, price lists, etc.

DeWayne Greenwood of Girard, O., manufactures a dustless crayon which is called Silicate Crayon or Prepared Chalk. Mr. Greenwood claims that the dust from this chalk is harmless even to the delicate tissues of the throat and lungs.

After a thorough trial in their schools, the School Board of South Bend, Ind., have just placed an order for 1,000 copies per week of The Little Chronicle of Chicago, during the remainder of the school year. During the preliminary experiment a few copies were purchased by the board and a sufficient number donated by the publishers, so that every pupil in the city above the fourth grade was supplied with his own copy. The publishers state that they will be glad to furnish papers for a similar purpose to any school.

St. Louis, Mo. The contract for supplying 5,880 adjustable hand loones for use in the primary grades has been awarded to Todd & Todd, Minneapolis.

New York City, N. Y. Furniture for addition to Public School No. 6 purchased from American School Furniture Company; blackboards from E. J. Johnson.

Northampton, Mass. Contract for school desks and other school furniture awarded to C. N. Fitts.

Chicago, Ill. Attorney James Maher for the School Board has advised the School Board to continue purchasing its supplies as heretofore until compelled by the courts to obey the new law.

The new law requires that the School Board purchase all its supplies from the state's prison authorities.

Ogden, Utah. The Board of Education has purchased United States maps from the Department of Interior, Washington, D. C.

Chicago, Ill. The board has closed a contract for 40,000 desks with the A. H. Andrews Company, Chicago.

AMONG SCHOOL BOARDS.

McKeesport, Pa. The board adopted the following rule: The marriage of any school teacher during the school term shall be considered as her resignation from the services of the district without the formality of a written resignation.

New York. The State Department of Public Instruction has formally recognized the standards set and maintained by the New York City high schools. It has ordered that the examinations used for graduation in the city's schools be adopted by all the high schools in the state. All the high schools will thereby be necessitated to change their course of study to meet the standards set by the city.

The training schools for teachers throughout the state will also be affected as the examination for graduation from the high schools will also constitute the examination for admission to the training schools. The training schools will be compelled to devote themselves solely to the professional training of teachers, as is done in New York City.

Tacoma, Wash. The School Board has made an appropriation of \$300 for an exhibit at the Lewis & Clark Exposition.

Fostoria, Ohio. The Board of Education is interesting itself to enforce the law forbidding

minors to frequent pool rooms. Notice has been given that the board will prosecute any keeper of a pool room who does not comply.

McKeesport, Pa. The tuition fee of non-resident pupils has been fixed at \$3 per month for grammar grades, and \$4 per month for the high school.

Spokane, Wash. The school principals have placed themselves on record as favoring the abolition of the vertical writing system. They are also opposed to the old Spencerian, and recommend the introduction of a modified slant system.

Reading, Pa. Hon. B. F. Hunsicker, who served for a number of years as president of the School Board, was tendered a banquet by the School Board and teachers. Mr. Hunsicker recently retired from the board. He is the president of the Department of School Administration of the National Educational Association.

Every rule has its exceptions. There are brilliant woman educators who know how to take off their hats when they address an educational audience.

Bad ventilation and uncontrolled temperature in the school room are the undertaker's friends.

Too many underpaid cooking school teachers spoil the broth.

Students of ancient history are not up to date.

Wm. S. Mack, manager for the Prang Educational Company, Chicago, and James Dorland, agent American Book Co., Louisville, Ky., spend a brief vacation in the South.

Miss Ida M. Strawn has resigned her position with the Educational Publishing Company and is now studying at the Art Institute, Chicago.

HEREDITY.

Can Be Overcome in Cases.

The influence of heredity cannot, of course, be successfully disputed, but it can be minimized or entirely overcome in some cases by correct food and drink. A Connecticut lady says:

"For years while I was a coffee drinker I suffered from bilious attacks of great severity, from which I used to emerge as white as a ghost and very weak. Our family physician gave me various prescriptions for improving the digestion and stimulating the liver, which I tried faithfully but without perceptible result. He was acquainted with my family history for several generations back, and once when I visited him he said: 'If you have inherited one of those torpid livers you may always suffer more or less from its inaction. We can't dodge our inheritance you know.'"

"I was not so strong a believer in heredity as he was, however, and, beginning to think for myself, I concluded to stop drinking coffee, and see what effect that would have. I feared it would be a severe trial to give it up, but when I took Postum and had it well made, it completely filled my need for a hot beverage and I grew very fond of it.

"I have used the Postum Coffee for three years, using no medicine, and the change has completely cured me. During all that time I have had absolutely none of the bilious attacks that I used to suffer from, and I have been entirely free from the pain and debilitating effects that used to result from them. The change is surely very great, and I am compelled to give Postum Coffee the exclusive credit for it." Name given by Postum Co., Battle Creek, Mich.

There's a reason.

Look for the little book, "The Road to Wellville," in each package.

THE NEXT N. E. A. PROGRAM.

(Concluded from page 7.)

July 3—Monday evening. The opening address will be made by President Wm. H. Maxwell of the association. This address will be in the nature of a preface to the entire meeting, in that it will deal with the purposes of all the sessions, both general and departmental. Dr. Wm. T. Harris, United States Commissioner of Education, will follow in an address on the Compensation of Teachers. This will be followed by a paper on "The Utility of a National Educational Museum," by George V. Skiff, of World's Fair fame.

July 4—Tuesday afternoon. There will be an address by Mayor George B. McClellan, of New York City, and President Edwin A. Alderman, of the University of Virginia, Charlottesville. The addresses will deal with civil government and patriotism.

July 5—Wednesday evening. The subject of child labor and compulsory education will be treated by Andrew S. Draper, State School Commissioner, New York, and Carroll D. Wright, the statistician.

July 6—Thursday evening. Manual and Technical Training. This subject will be treated by Prof. L. D. Harvey, of Menomonie, Wis. Manual Training in the Elementary Schools will be treated by Wm. Bartley Parsons. The Utility of Foreign Trade Schools, by Prof. Blair, of London, England.

July 7—Friday afternoon. Address by President Theodore Roosevelt, President of the United States.

The department meetings are each to be opened by a twenty-minute address to be delivered by the president or secretary, to be in the form of a review of the progress made in branches which they represent.

The entire plan of the sessions differs also from previous ones in that the entire meetings will be spread over five days instead of three days as heretofore. The object of this arrangement is to give more opportunity for the members to attend department meetings. These, when condensed into three days, conflict quite seriously with one another, more specially since members are usually interested in the proceedings of more than one department.

One phase of the general program will prove of special interest to many cities. It is that part which deals with technical schools. There are practically no technical or trade schools now in the United States which are conducted under the authority of Boards of Education. In a minor way something is being done by school authorities in several cities, but the well-equipped and well-arranged trade school, under the conditions named, is a thing yet to be achieved.

For the purpose of learning something about the technical schools of Europe the association has invited Prof. Blair, of London, England, to give the desired information in the form of a lecture or address. This gentleman won a great reputation in the management of technical schools in Scotland and Ireland and was in consequence invited by the School Board of London to accept a position over the schools of that city, which is an equivalent to the position of school superintendent of this country.

The department presidents of the association are the following:

National Council—Elmer E. Brown, Berkeley, Cal.

Kindergarten—Miss Mary Jean Miller, Rochester, N. Y.

Elementary—Miss N. Cropsey, Indianapolis, Ind.

Secondary—William Schuyler, St. Louis, Mo.

Higher—Richard H. Jesse, Columbia, Mo.

Normal—C. C. Van Liew, Chico, Cal.

Superintendence—John W. Carr, Anderson, Ind.

Manual—Arthur H. Chamberlain, Pasadena, Cal.

Art—Mrs. Matilda Evans Riley, St. Louis, Mo.

Music—Wm. A. Wetzell, Salt Lake City, Utah.

Business—W. C. Stevenson, Decatur, Ill.

Child Study—E. G. Lancaster, Olivet, Mich.

Science—Frank M. Gilley, Chelsea, Mass.

Physical Training—E. Harman Arnold, New Haven, Conn.

School Administration—B. F. Hunsicker, Reading, Pa.

Library—C. P. Cary, Madison, Wis.

Special Education—Miss M. Bancroft, Hadfield, N. J.

Indian Education—Miss Estelle Reel, Washington, D. C.

Every rule has its exceptions. There are brilliant woman educators who know how to take off their hats when they address an educational audience.

WOMEN SCHOOL BOARD MEMBERS.

Assertions which James Clancy makes in a letter to the New York Sun, discussing the question whether women shall be appointed by Mayor McClellan to the board of education of New York City, would have passed as truisms a generation or two ago. They sound strange today, says the Chicago Tribune.

Mr. Clancy says that "the best work of the best woman is inferior to the work of the best man," and that "woman is necessarily man's inferior in everything." "A man is open to conviction by argument—a woman is not." For these reasons Mr. Clancy is opposed to the appointment or election of a woman to any public position of trust or responsibility.

He has special reasons for opposing their being given places on boards of education. He maintains, from a twenty-five years' experience of the New York schools, that "woman is by sex and consequent temperament unfitted to be a member of the governing body of the public schools." Women in public places, he asserts, are guided by their sympathies, their prejudices, and their political predilections. "A woman naturally hates one of her sex." The woman school inspector is always "nagging" the female teachers, and expects them to bow before her "like oriental servants"; and a woman director, with more power, would make the lives of the poor teachers more burdensome than do the inspectors.

Chicago has had considerable experience with women on the board of education. It has found, like Mr. Clancy, that here, as elsewhere, they are guided to a certain extent by their sympathies and antipathies—as men occasionally are. It is questionable if anywhere the appointment or election of women to boards of education or their participation in other ways in public affairs has produced the beneficial results which

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were promised. But did any reform ever come up to the predictions of its advocates? Women have shown, in the last quarter century, a remarkable aptitude for many businesses for which, until recently, they were regarded as totally unfit. They make excellent school teachers. Perhaps, with experience, they will learn to select and manage teachers as well as to instruct pupils.

One does not have to be an advocate of woman's so-called "rights" to recognize that it is too early to condemn woman's participation in public affairs. It took men a long time to learn the little they know about such matters, and it has been only a few years since women began to pay attention to them.

Toledo, O. The board has under consideration the following superintendents from which to select a successor to Supt. Chalmers, resigned: Crane, Marshalltown, Iowa; Hooper, Ashland, Wis.; Vancleve, Mansfield, O.; Sterling, Howell, Mich.; Miller, Lima, O.; Jackson, Superior, Wis.; Marsh, Auburn, N. Y.; Herschman, Hammond, Ind.; Row, District 100, Cook county, Illinois; Chaney, Youngstown, O.; Roller, Niles, O.; Douglass, Logansport, Ind.; Walker, Elmira, N. Y.; Belknap, Lockport, N. Y.; Long, Streator, Ill.; Light, Lock Haven, Pa.; Richey, McKeesport, Pa.; Hood, Shelton, Conn.; J. W. Knott, Toledo, O.; Hayden, Rock Island, Ill.; Boggess, Springfield, O.; Frederick, Detroit, Mich.; Snyder, Columbus, O.; Schaefer, Deshler, O.; Neff, LaFayette, Ala.; Knipe, Alva, Okla.; Buell, Janesville, Wis.; Vance, Miamisburg, O.; Von Kleinschmied, Evanston, Ill.; Drake, Indianapolis, Ind.

Ginn & Company have just issued a monograph by L. H. Jones, president of the Michigan State Normal College, on "What Are Our Young People Reading?" The pamphlet is most timely and suggestive.



LOUISI.

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LOUISIANA TEXT BOOK ADOPTIONS.

Baton Rouge, La. The text books, which are to be used in the public schools of Louisiana during the next four years, have been adopted. The state board of education, headed by State Supt. Aswell, met March 20, to receive the report of the text book examiners and to open the bids submitted by the publishers.

At the beginning of the deliberation the board announced that the first consideration for the adoption of any book would be merit and its adaptation to the needs of the schools of the state and that the second consideration would be the price of the book. It was also decided that, all things being equal, the book now in use should be retained and that home talent and home publishers should be given preference.

Out of the thirty-three subjects for which books were adopted only three complete changes were made, namely; primers, physiology and writing. Partial changes were made in spelling, arithmetic, geography, English composition, literature and dictionaries. In all cases where new books were adopted the price will be less than for those now in use while the text is superior to that of the old.

Following is a complete list of the books adopted:

Arithmetics—Nicholson's New Primary, Intermediate and Advanced Arithmetic, University Publishing Company; Smith's Grammar School Arithmetic, University Publishing Company; Brook's New Mental Arithmetic, Christopher Sower Company.

Algebra—Wentworth's First Steps in Algebra, Ginn & Company; Nicholson's Elementary Algebra, University Publishing Company.

Agriculture—Burkett, Stevens & Hill, Ginn & Company.

Astronomy—Young's Lessons, Ginn & Company.

Bookkeeping—Moore & Miner's Accounting and Business Practice, Ginn & Company; Teller & Brown's First Book in Business Methods, Rand, McNally & Company.

Botany—Bailey's, The Macmillan Company.

Civics—Boynton's School Civics, Ginn & Company.

Chemistry—Williams' Elementary, Ginn & Company.

Dictionaries—Webster's Common School and Webster's High School, American Book Company; Worcester's New Academic Dictionary, J. B. Lippincott & Company.

Drawing—Prang Educational System of Art, Prang Educational Company.

English Literature—Moody & Lovett's History of Literature, Charles Scribner's Sons; Hawthorne & Lemin's American Literature, D. C. Heath & Company; Smith Thomas' Rhetoric, Benj. H. Sanborn & Company.

French—Fortier's Precise de l'Histoire de France, The Macmillan Company; Super's French Readers, D. C. Heath & Co.; French Daily Life, D. C. Heath & Company; Charde-
nal's First French Course, Allyn & Bacon; Char-
denal's Complete French Course, Allyn & Bacon.

Geometry—Wentworth's Plane and Wentworth's Plane and Solid, Ginn & Company.

Geology—Brigham's Elementary, D. Appleton & Co.

History—Meyer's General History, Ginn & Company; Montgomery's English History, Ginn & Company.

United States History—Estell's Beginners' History of Our Country, Southern Publishing Company; Hansell's Higher History of the United States, University Publishing Company.

Louisiana History—King & Ficklin's History of Louisiana, University Publishing Co.

Language and Grammar—Hyde's Language and Grammar, Books I and II, D. C. Heath & Co.; Smith's Our Language Grammar, B. F. Johnson Publishing Co. Long's Language Lessons permitted in first three grades in New Orleans only.

Latin—Collar & Daniell's First Year Latin, Ginn & Company; Allen & Greenough's New Latin Grammar, Ginn & Co.

Physics—Hoadley's School Physics, American Book Co.; Higgin's Lessons in Physics, Ginn & Co.

Physiology—Overton's Advanced, American Book Co.; Krohn's Graded Lessons in Hygiene, D. Appleton & Co.

Primers—Wheeler's Graded Primer, W. H. Wheeler & Co.

Readers—Judson & Bender Graded Literature Readers, eight-book series, Maynard, Merrill & Co.

Spellers—Hunt's Progressive Speller, Parts I and II, American Book Company; Benson & Glenn's Definer, D. C. Heath & Co.

Singing—Modern Music Series, Silver, Burdett & Co.; Harmonic Music Series, American Book Company.

Writing—New Era Series, Eaton & Company.

California. Cyr's first, second, third and fourth readers have been adopted for exclusive use in the State of California during the next four years.

Pres. W. O. Thompson, of Ohio State University is chairman of the text-book committee at Columbus.

Owing to the lack of suitable editions many French plays of the seventeenth and eighteenth centuries are seldom read in American schools and colleges. With the purpose of widening the range of study in this field, Ginn & Company are planning to issue scholarly editions of a number of the best plays of this period. The first of these publications will include Rotrou's Saint Genest and Venceslas, and will be edited by Prof. T. F. Crane of Cornell University.

EADIE'S PHYSIOLOGY

In this little book narcotics are treated from the athletic standpoint. A letter from Courtney, the coach for Cornell Crew, gives his opinion on narcotics in the training house. Letters from Captain McBride of the Yale Football Team, and Captain Edwards of the Princeton '99 Football Team, give their opinion on narcotics. General Superintendent Van Etten, of the New York Central and Hudson River R. R., tells in a short letter, their policy with regard to employment, or continuing in employment, those who are known to be in the habit of drinking intoxicating liquors. The subject of alcohol is also treated in letters from Arctic explorers. General Francis V. Greene, who commanded the second Manila expedition, writes on the effect of alcohol in the tropics.

Treatise on first aid to the injured, contagious diseases, care of the teeth, effects of cleanliness, etc.

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Smith's Arithmetics have recently been adopted in Keene, N. H., in Pawtucket, R. I., and in the State Normal School at Bridgewater, Mass.

"One serious mistake that has been made is the taking for granted that the world's best literature is too good and too great for children. While it is true that it sometimes presents difficulties, it also, as we have seen, offers incentives to overcome them. Supplementary readers, therefore, which give to the pupil English literature in ampler form than any single reading book can do, have become a necessity in educational methods. Further than this, such selections, suitably abridged and annotated, will be much more valuable in the child's own library than chance editions of the same classics." L. H. Jones, author of Jones Readers.

MACE'S School History of the United States

PROFESSOR WILLIAM H. MACE, of Syracuse University, has written a history that is what a history should be, an intensely dramatic and absorbingly interesting story of our national development. The arrangement in periods prevents chaos and confusion, shows the relation of events to the larger movement of which they are a part, and obliges the child to associate facts with the facts to which they are related. The book is most profusely illustrated with portraits, pictures of important and interesting historical scenes and events, historical maps and diagrams, and ten full-page colored plates illustrating ten of the most dramatic turning points in American history.

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MORAL INSTRUCTION IN SCHOOLS.

BY WM. J. SHEARER, A. M., PH. D., SUPERINTENDENT OF SCHOOLS, ELIZABETH, N. J.

All must agree that the most important duty of home and school is the fixing of right principles of character and conduct. Few will deny that moral training is of great importance to the prosperity and happiness of the individual, as well as to the welfare and life of the nation, than is a knowledge of the common branches. In spite of this fact, but little attention is given either in school or at home to systematic instruction in this subject.

Acts involving moral questions are of most frequent occurrence. Facts learned may or may not be used. Moral acts are performed almost every minute of the day, and there is scarcely an intellectual exercise which does not include a number of moral acts. This is especially the case in school.

Moral acts are not only the most frequent, but they are also the most important. Other acts may determine reputation. Moral acts establish character. Other acts may seem to aid to success. Moral acts make certain the highest success.

Moral acts are not only the most frequent, and most important, but they are also most difficult to instill.

If moral actions are most frequent, most important and most difficult, surely there is good reason for demanding that the elements of morals be taught systematically to every child, both in school and at home.

It will not do to argue that morals cannot be taught except by the unconscious influence of example. To know what is right and wrong is a necessary condition of selecting the right and rejecting the wrong. Without this knowledge there can be no moral act.

It is, therefore, our highest duty to see to it that children are systematically given that information which will enable them to recognize the right. Having done this, we should do all in our power to train them to select the right because it is right. If we do less, we fail miserably.

By knowledge given, we must awaken the feelings. Only through the feelings can we influence the will. In no other way than by aid of the will can we determine conduct.

This instruction will not be effective if given, as at present, in college, after the character is set. It must be instilled into the young child while its whole nature is impressible and easily susceptible to every molding influence, like clay in the potter's hand.

If these statements are not correct, then let them be challenged. If they are true, then it is time that the mothers and fathers, interested in the happiness and success of their dear chil-

dren, demand of the school authorities more attention to this subject, which, more than any other, vitally affects the present and future welfare of every parent and every child of our land. If these assertions cannot be disproved, is it not time that state authorities see to it that every embryo citizen of this country be systematically instructed in the fundamental principles of right conduct?

Most people will object to sectarian instruction in the other than church schools. Less will find fault with religious instruction, in the broad sense of the word religious. Certainly not even the atheist or the infidel would object to thorough training in

morals. Then, why should we not demand it? Give to this subject one-tenth of the time wasted on far less important branches, and we will have a body of citizens who will make this republic invincible and everlasting. Neglect it, and history will repeat itself once more.

No schools are turning out a more moral product than the public schools. The lessons in reading, history and other branches are being used for moral teaching; but this is not enough. The instruction is haphazard, incidental, and too often accidental, if it exists at all.

Every parent must acknowledge that a good child is the greatest blessing on earth, and a bad one the most grievous curse. What is there in life for the loving parent whose child is without any regard for the right? Will such a child's knowledge of the common branches comfort the parents as they see their once innocent and still dearly beloved boy or girl swept past them in the rapids of sin and whirled to everlasting destruction?

Granted that a part of the responsibility must be accepted by parents, church and community, there still remains a great responsibility for the schools which the parents support, that they may be relieved of the education and training of the children.

That this matter is important to the welfare of the State we all must agree; for, as President Roosevelt says: "Sturdy, self-respecting morality, a readiness to do the rough work of the

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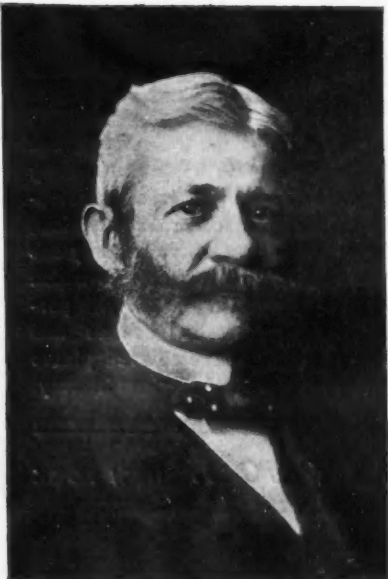
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world without flinching, and at the same time an instant response to every call in the spirit of brotherly love and neighborly kindness, these qualities must rest at the foundation of good citizenship here in this republic if it is to achieve the greatness we hope for it among the nations of mankind."

It is encouraging to note that a bill introduced into the New York Legislature by Senator Brackett, demands that instruction in morals must be given as thoroughly as in other branches by at least forty lessons a year; that a text book must be used; that teachers must know the best methods of teaching the subject. Maine, Florida, North Dakota, Oregon and other States have adopted similar laws. Is it not time that more States awake to the importance of this movement? The good of the individual and the State demand it. The testimony of the best thinkers justifies it. An awakening public opinion will soon insist upon it; for it is believed that the demand which has already been heard is but a murmur that foretells the coming of a storm of protest against the lack of regular instruction in the fundamental principles of sound morality.

We are beginning to appreciate the fact that a noble mother is the most precious of all gifts—the greatest wonder of the world, the grandest miracle on earth, the highest glory of angels in heaven, the most perfect work of Almighty God.



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AMONG

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NEW RULES AND REGULATIONS.

Columbus, Ohio. A new rule has been adopted providing for the ratings of teachers semi-annually. The principals will report the qualifications, ability and merits of their teachers to the superintendent. The standing thus given will determine the increase in salary for the next year.

South St. Paul, Minn. The School Board has adopted a new rule, withholding a half month's salary from each teacher during the life of the teacher's contract. When a teacher resigns without giving due notice the amount will be withheld permanently. Teachers recently resigned their positions without giving any notice and the new rule is intended only to protect the board and the interests of the schools.

Baltimore, Md. The County Board of Education recently passed the following rule to regulate teachers' absences: "A teacher absent from school for a period longer than five days for any reason other than personal illness shall not be entitled to salary for the days at such time, and the substitute employed during such absence shall receive full salary as an assistant teacher, according to the grade and class of her certificate. All substitutes shall be entitled to \$1.50 a day."

McKeesport, Pa. The rules of the board have been amended so that "the marriage of any school teacher during the school term shall be considered as her resignation from the services of the district without the formality of a written resignation."

AMONG SCHOOL SUPERINTENDENTS.

Ohio. The portraits of the following, who served as State School Commissioners, grace the office of Hon. Edmund A. Jones, in the capitol at Columbus: Lamuel Lewis, 1837-40; Hiram H. Barney, 1854-57; Anson Smythe, 1857-63; Emerson E. White, 1863-66; John A. Morris, 1866-69; Wm. D. Henkle, 1869-71; Thos. W. Harvey, 1871-75; L. D. Brown, 1884-87; Eli T. Tappan, 1887-88; John Hancock, 1888-91; Chas.

S. Miller, 1891-92; O. T. Corson, 1892-1898; Lewis D. Bonebrake, 1898-1904; E. A. Jones, 1904 to July, 1907.

APPOINTMENTS AND ELECTIONS.

Superintendents.

North Baltimore, O. B. Martin, \$1,200.

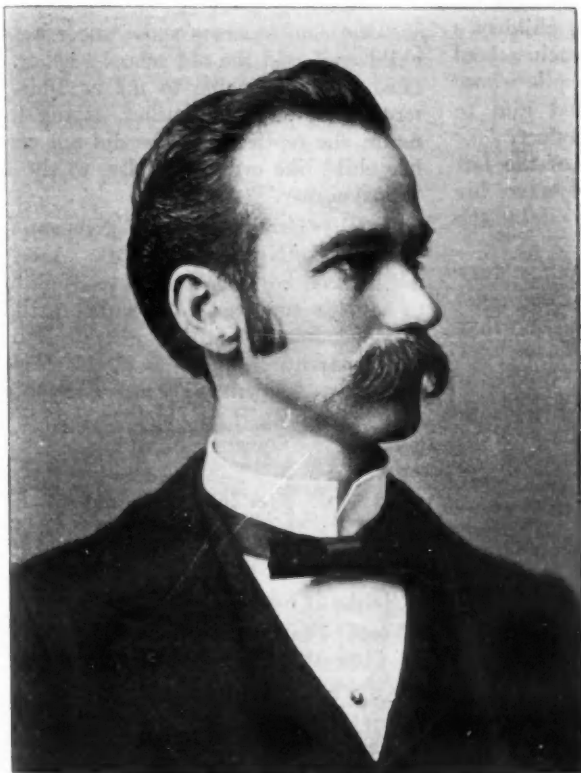
Paducah, Ky. C. M. Leib, \$2,000.

New Ulm, Minn. E. T. Crichtett.

DECISIONS.

Chicago, Ill. The Supreme Court of the State of Illinois has rendered a decision that all property owned by the Chicago Board of Education and not used for school purposes, must be taxed. The value of the property owned by the board in the business district and leased is valued at between fifteen and twenty million dollars. The revenue of the board will not be affected immediately, as all leases now in effect contain a clause providing that the lessee pay all taxes.

New York City. Associate Supt. Walsh believes in equal pay for male and female teachers. Married women have been replaced on the list of eligible teachers.



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No. 52

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All Slate.

"We have paid all we owed," said the school clerk.

"Yes, sir," responded the coal dealer. "You now have a clean slate."

"Indeed! Well, I hope the slate is cleaner than the last slate you sent up to the school."

Somewhat Muddled.

The following note was received by a public school teacher:

"Dear Teacher: Kindly excuse Minnie for having been absent from class last Monday, as she fell in the mud on her way to the school. By doing the same you will oblige, Her Mother."

Lady—"Do you have good educational advantages down here in the country?"

Farmer—"Waal, if you should happen in at ther corner grocery on Saturday night you would soon find out that everybody knowed it all."

Prof. Bore—What is the best thing you can raise in the Philippines?

Student—The American flag.

The Prime Factor.



Pupil:—But doesn't a great deal depend on the range?

Teacher:—Yes; but very often the range depends on the cook.—(Puck.)

Aus der Lateinstunde.

Lehrer: "Kritik, was heißt
Der Wolf in der Fabel?"

Kritik (schweigt).

Lehrer: "Run? Pup —"

Kritik (strahlend): "Loop-
ing the Loop!"

Lehrer (zum kleinen
Jakob): "Kannst Du mir
etwas über das Wasser
sagen?"

Jakob: "Wasser is e'
Kluffigkeit, wo, wenn ma'
de Händ' hereingibt, werd's
schmutzig!"

Most Unaccountable.

The dear old professor was walking home from his lecture, as usual deeply immersed in thought. He crossed the road, but on reaching the other side he put only one foot on the pavement, and, of course, the other dragged in the gutter. In this way he trudged along, still deep in binomial theorems, where he met a friend.

"Ha, professor," cried the latter, "glad to see you! And how has your health been keeping?"

"Thank you," gravely replied the dear old fellow. "I feel very well; still, all cannot be right with me, for within the last ten minutes a most unaccountable limp has attacked me."—New York Daily News.

Escaped Punishment.

A Philadelphia schoolmistress was giving her pupils instruction in the elements of physiology, and among other things told them that whenever they moved an arm or a leg it was in response to a message from the brain. "The brain always sends a message from your arm or your leg whenever you wish to move the particular member," she explained.

At last a mischievous boy aroused her anger by his apparent inattention to the lesson.

"Hold out your hand!" she exclaimed.

The boy did not move.

"Why don't you hold out your hand?" said the teacher.

"I'm waiting for the message from my brain," said the lad.

A Radical Cure.

In the schools of a Connecticut town measures were recently taken to test the children's eyesight. As the doctor finished each school he gave the principal a list of the pupils whose eyes needed attention, and requested him to notify the children's parents to that effect.

One night, soon after the opening of the fall term, a little boy came home and gave his father the following note, duly signed by the principal:

"Mr. —, Dear Sir: It becomes my duty to inform you that your son shows decided indications of astigmatism, and his case is one that should be attended to without delay."

The next day the father sent the following answer:

"Dear Sir: Whip it out of him."

"Yours truly,

"_____."

"I dislike to keep you in after school," said the teacher. "Aren't you sorry you were naughty and have to stay?"

"No'm," replied Johnny. "There's a feller waitin' out there to lick me and if you keep me in long enough he'll get tired waitin' and go away."

After a person has once used Dixon's Lead Pencils he will use no other. It pays to stick to a good thing when you find it. That is why it will pay you to use

DIXON'S AMERICAN GRAPHITE PENCILS

in your schools in preference to any others. They are the most economical because they last the longest. They make a good see-able mark. Send 16 cents in stamps, mentioning this paper, and you will receive samples that will surprise you.

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Johnnie:—How do you spell "needle?"

Bobby:—N-e-i-d-l-e, needle.

Wrong; the teacher will give a bad mark on that. There is no "i" in "needle."

Well, 'taint no needle then.

Questions in Geography.

Who Rhode Island?

Who did Tennessee?

How much did Ohio?

What can Colora-do?

What made Wisconsin?

How many did Illinois?

Who was it Ar-kan-saw?

His Reason.

McFlub—"Do you think women have any business in politics? For instance, would you like your wife to be a candidate for the school board?"

Sleeth—"I would."

McFlub—"I'd like to know why."

Sleeth—"Because I notice that all up-date candidates positively refuse to talk."

Queer Names.

"One comes across some queer names among children," said the old school-teacher. "A child once gave her name to me as Iddy. When I wrote a note to her mother, asking for her real name, she replied that she did not care to name her child like everybody else, so she named her 'Idiosyncrasy.'"

Another child was named Ninevah Jones, and was called "Ninny" for short. A certain little meek-faced boy who looked as if he was afraid to say his soul was his own bore the name of "Independence Smith." And still another, whose parents belonged to the old Revolutionary stock, was known as "Yankee Doodle Brown." A little negro girl, as black as the ace of spades, was called "Snowball White."

Her Interest In School.

"How do you like school?" asked a father of his little daughter, after her first day.

"I like it awfully!" was the reply.

"And what did you learn to-day?" inquired the interested parent.

"Oh, a lot!" said the child. "I've learned the names of all the boys."

8,000,000

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A BOOK CHASE AND BOOK RACE.

(Concluded from page 15)

The very best points on a book just at hand;
Quoth he to himself, "Now this text-book I'll land;
The Prin. I'll surprise, for 'tis quite clear to me,
'Johnny-on the spot' is just what I must be."

And so he resolved, ere the next morrow's sun
Had ris'n to proclaim a new day had begun,
That he would start out on that School Prin. to call,
And for a short while his attention enthral.
He started, I say, and advisedly so,
For he'd reckoned not with "the beautiful snow"
Which all day before and throughout the whole night,
Had fall'n 'til the ground was fathoms out of sight.

He boarded the train—if his sight had been Keen,
Outside of each car, as it were, he'd have seen
That "Abandon hope all ye entering here,"
In letters was writ most legible and clear:
To what an extreme will one single thought
Carry a mortal, though with great danger fraught?
Thus with the bookman, only one thought had he,
And that, as I've said, was the School Prin. to see,
Who that note had sent which to him seemed to say,
An order quite soon may be coming your way.

The train left on time, though by two engines led,
It now would stop short, and would then go ahead,
And then it would stop, 'till at last, with a jar
Felt e'en to the end of the very last car,
It struck such a drift, from the bravest there fled
The hope he'd be found either living or dead,
And all gave up hope, e'en the weatherwise men,
And no one believed he'd see daylight again:
And such a shaking had they ne'er had before,
Some went over seats and some down on the floor.

How true the saying that oft Pride hath a fall!
The bookman went down with "Simple Life" and all,
For just at that time he the train boy had sought,
And of him that book had most thoughtfully bought;
And such stars appeared as he lay on the floor,
Single and double, as he'd ne'er seen before:
He opened his eyes to see where he was at,
Gathered his senses, and then upright he sat,
Then picked himself up, and his seat quickly sought
To see what damage that the downfall had wrought:
Except to feelings, no injury he found,
Though groaning were all who were seated around.

But yet not himself, in his head such a pain,
He felt that while safe that he might not be sane;
As soon as 'twas o'er, he began then to read
The book that is called of to-day "The New Creed";
He found as he read that the creed was all right—
Where nothing's doing and there's nothing in sight—
As in that stalled train from which e'en not a rift
By man could be seen through the mountain-high drift:
'Tis good for the home, for all places as well
Where everything's quiet but the bookmen can tell,

Should they, on the road, pose as its examples,
Not oft could they say they'd got ought but their sam-
ples;
Each one of them knows from his dealings with Prins.
That no kind of life but the strenuous wins:
Stuck fast in a drift, still the air full of snow

Which 'gainst the stalled
train would the winds
fiercely blow,
Yet all well within, though
without it was wild,
And many the ways were
the long hours beguiled;
At last with a lurch, which
caused those not in seats
To do o'er again their ac-
robatic feats,
The train started off, and
at last reached the town;
The bookman stepped off,
but with deep, heavy
frown,
For right close at hand, he
perceived in a sleigh,
A bookman he'd hoped was
many miles away.
Unseen, as he thought, to
the train bus he sped,
"To the schoolhouse
quick!" to the driver he
said,
And no sooner said than
the steeds, with a dash,
(For steeds of their age
'twas an action most
rash),
Shot off up the street, as if
then put to rout
By all the demons in the
air 'round about;
If Ichabod's steed, or John
Gilpin's as well,
They could have outrun,
I'll attempt not to tell.

And the ancient bus, like
the one-horse shay,
Bid fair to collapse every
inch of the way;
Yet the bookman laughed,
not because of the tip
He'd promised the driver,
but at the thought of the
slip
He'd given the man whom
he'd left way behind,
And who, when he called,
to his anger would find
That he was the next, as the Prin. was engaged;
How loudly he laughed as all this he presaged!

So on tore the steeds, at a pace that would kill
If tried o'er again, then they flew up the hill,
Then to the schoolhouse, where in front of the door
There stood the bookman he had left just before,
Who lest he e'en then should not first see the Prin.
Simply waved his hand, and then vanished within.

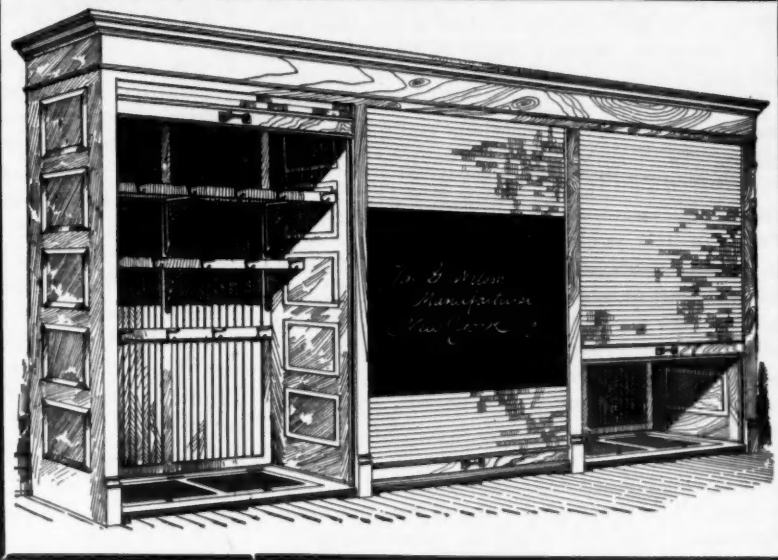
(He said later on, "As you stepped from the train,
I caught sight of you, and with might and with main
My own driver urged his own horses as well,
And they beat you out, and wonderful to tell!
Your own steeds they passed on the very same route,
And you did not know I was e'en in pursuit";
Said the bookman then, "Of just one single thought,
You've witnessed the power, and for me what it
wrought,
For nothing I saw—to be candid, was blind
To anything else but that School Prin. to find.")

"Now to the hotel" to the driver he roared,
Who seemed much abashed that his steeds had not
scored,
And where the Solons discussed "Matters of State,"
For fully an hour he most patiently sate;
He then went outside, and away then he flew,
For two more bookmen were just coming in view,
Up to the schoolhouse, and then in at the door,
Ne'er had pupils seen such wild actions before,
And scarce could he speak, he was truly "all in,"
But quickly himself when he got at the Prin.;

And no one with him—'twas the boon he had sought—
Still deep in his mind, was the one single thought
Of talking his book while he had such a chance,
And the book he talked 'till the Prin. gave a glance,
Which too plainly meant, give the others a show—
He gave a low bow and made way for the foe;
But he was quite proud as he walked to the train,
He'd something to show for his labor and pain,
What others secured he's unable to tell—
Suffice it for him that his trip ended well.

King Richard the Third started out once to fight,
He thought many Richmonds in spirit were in sight;
But this bookman knows, all his wits he must wield
Against many bookmen in body in the field.

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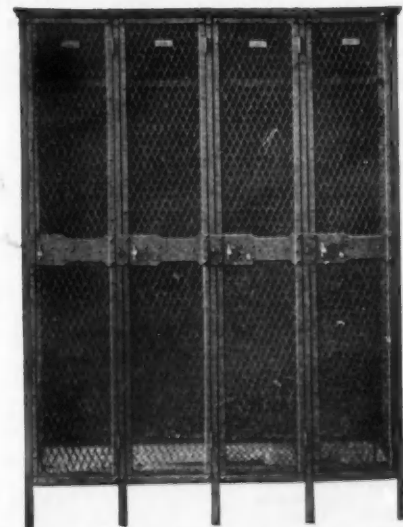
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Menominie, Wis. Supt. L. D. Harvey of the
Stout Manual Training School says: "Manual
training should aim to stir the mental activity
of the child and not to teach a trade."

Detroit, Mich. A movement has been started
by several civic bodies to present to the State
Legislature a bill abolishing the present school
board.

La Crosse, Wis. Consolidation of rural
schools is being actively discussed by the county
school boards. Supt. B. F. Oltman is promot-
ing the scheme and several districts will soon
be consolidated.

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SUPPORTS SHORTHAND IN SCHOOLS.

From The New York Tribune.

Editor of the Tribune: It is reported in your Sunday issue that about one hundred New York court stenographers have expressed their opinion, apparently unasked, that shorthand should not be taught in the public elementary schools. They declare: First, that a little, or even a good deal, of phonography (that is the shorthand system adopted by the Board of Education) does no good whatever; second, that it is likely to be soon forgotten, and third, that one must learn the whole of the art to make it of any use.

These are entirely general and not specific arguments. Similar objections could be urged against the study of reading, writing or arithmetic. The fact is that even a very little of the kind of shorthand that is taught in the grammar grades of the public elementary schools is of the utmost value, as a mental drill, as an intellectual stimulus, or as a preparation for the subsequent high school courses. Children welcome their shorthand lessons with eagerness; they learn the phonographic characters more readily than those of the longhand alphabet, and, since phonography is one of the few logical subjects of study within their comprehension, their interest is continually awakened and held as they progress. The study of shorthand requires close observation, careful analysis, discriminative selection and instantaneous synthesis—qualities which are essential to success in any sphere.

The document which expresses the views of these court stenographers is headed by the signature of Clifton B. Bull, who is one of the six stenographers in the First Department (Special Term) of the Supreme Court of New York County. Mr. Bull's official salary is \$8,000 a year, and he was appointed on January 1, 1896. On the following day another stenographer, James E. Munson, was appointed to the same department. Mr. Munson is the "inventor" of a system of shorthand which after due experiment, has been rejected by the Board of Education. Can this coincidence mean anything?

It cannot be denied that court stenographers are highly educated men, but they are not educationists and they are not in any case entitled to think of themselves as "We, the stenographers of the United States." The question of including shorthand in the public school curriculum has been fought over for many years. The conclusion reached that shorthand is a proper branch of school work is undeniably sound, and a hundred, or even a thousand court stenographers will have to advance some new and very cogent reasons before they are able to stop the initial training of future competitors of their highly desirable positions.—Dudley W. Walton.

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OHIO CONVENTION.

(Concluded from page 13.)

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By Henry Suder, Supervisor of Physical Culture, Chicago Public Schools. 76 pp. Price, 75 cents. Educational Publishing Company.

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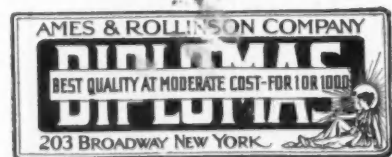
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AMONG SCHOOL BOARDS.

Toledo, Ohio. The Board of Education has under consideration the establishment of five or six vacation schools during the coming summer. Nothing but kindergarten and manual training work will be taken up and it is proposed that the Normal students be given an opportunity to do the teaching.

Last summer the board conducted two most successful schools. Five hundred and fifty children were enrolled under fourteen teachers and two supervisors.

Washington, D. C. The night schools of the District of Columbia closed March 15, after a most successful term of sixty-one nights. The removal of the age limit admitted a large number of worthy adults who proved earnest and steady students. The influence of these older people over the younger pupils was excellent.

Aurora, Ill. Sewing is being taught in the schools. The board has just purchased sewing machines for four of the schools.

New York City, N. Y. In appointing men to positions as teachers a peculiar problem has arisen out of the workings of the merit system. At present all teachers are appointed in accordance with the rating they receive when making their examinations. Those having the highest ratings are appointed first. In the case of women teachers the plan has worked admirably—every eligible list being exhausted long before a new one could by examinations be made up.

In the case of the men, however, a different state of affairs has resulted. The appointment of men teachers is, according to the present policy, restricted to the upper grades in the boys' and mixed schools. The eligible list of men teachers is never exhausted and new additions are continually being made.

As a consequence many of the men near the foot of the list have been on for two or three years without being reached. Quite a few of these have done substitute work for more than a year and have proven themselves most capable teachers; yet they cannot receive an appointment. In this way the schools are being deprived of the fruit of their own labors and many men are greatly discouraged, who, even though their examination marks be not high, their experience are far more valuable than the raw recruit from the college.

EDUCATIONAL BROTH.

By Frederic Allison
Tupper, Head Master

of the Brighton High School, Boston. 211 pp. Price, \$1.50. C. W. Barden, Syracuse, N. Y.

This book is appropriately named. The first of the ingredients is a spicy condemnation of the system of written examinations, markings, and averaging of marks. Too much time

is spent in the machinery of running the schools and keeping records. It is a nightmare. More attention should be given to the teaching and less to the elaborate records. "Team work" in recitations, spelling, diplomas, salaries, elective studies, college English, manual training school clubs, are all treated, some caustically and some seriously. The writer has positive convictions, and expresses them vigorously. Of course, teachers will not all agree with him. But what he says is suggestive, and all teachers will find most of it deserving of approval and all of it entitled to consideration.



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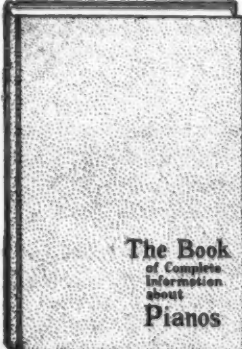
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ALABAMA.

Birmingham—Site selected for Barker school on corner of Thirty-third street and Thirtieth avenue. Attalla—Plans for 2-story school by Architect A. D. Simpson, Gadsden, have been accepted; cost \$10,000.

CALIFORNIA.

Longbeach—\$75,000 in bonds will be issued for erection of schools. Fresno—School to be erected at North Fork. Santa Clara—Architect Wm. Binder, San Jose, prepared plans for erection of high school. San Francisco—Erection of addition to Crocker school to cost \$17,000.

COLORADO.

Boulder—Have accepted plans for \$22,000 school.

CONNECTICUT.

Derby—Plans by Architect F. A. Cooper, Bridgeport, for 3-story high school; cost \$25,000. Bridgeport—School to be erected at corner of Newfield Avenue and Eagle Street; Architect C. T. Beardsley, Jr., prepared plans. Ansonia—Architect Wm. D. Johnson is preparing plans for 2-story, 12-room school costing \$35,000, and also has plans for 2-story, 8-room school costing \$22,000. New Haven—Have selected Architects Brown & Von Beren to prepare plans for school to be erected on Orchard and Scranton Streets.

DELAWARE.

Milford—\$7,000 in bonds issued for erection of school.

DISTRICT OF COLUMBIA.

Washington—Architect Arthur B. Heaton selected to assist in preparing plans for the erection of two schools one in the Thirteenth Division, Southwest Washington; the other in Fifth Division, Georgetown.

GEORGIA.

Athens—To erect normal school; site selected. Gainesville—To erect an industrial high school. Newman—\$6,000 school will be erected.

ILLINOIS.

Collinsville—Plans prepared by Architects Bartlow & Kennedy, East St. Louis, for erection of \$22,000 school. Potomac—Plans for 2-story school by Architects McCoy & Steube, Danville; cost \$6,000. Minonk—Two-story parochial school planned by Architects Reeves & Balille, Peoria. Chicago—Twelve-room addition to be erected to Brentano School; also plans have been completed for a parochial school in Rogers Park by Architect Henry J. Schlacks; cost \$60,000. Calumet—Appropriated \$115,000 for school purposes. Chicago—To erect 20-room addition to the Jenner School, Oak Street and Milton Avenue; cost \$100,000. Urbana—Site selected for erection of school on Grove Street. Champaign—Plans prepared for erection of two schools in District No. 71. Pekin—To erect 2-story \$25,000 school. Medora—Plans completed by Architect Herbert Edmund Hewitt for 2-story \$8,000 school. Odell—To erect school. Rockford—Plans for parochial school completed. Maywood—Addition to School No. 1, District No. 89, by Architect G. W. Ashby, Riverside and Chicago. Norwood Park—Twelve-room addition to Jenner school; cost \$100,000. Quincy—Two schools to be erected to cost \$40,000 each; also addition to high school costing \$40,000. Sparland—To erect school to replace one destroyed by fire.

INDIANA.

Indianapolis—Have adopted plans of Architects Rubush & Hunter for a 10-room addition to the Haughville School; cost \$50,000. Kokomo—Plans for \$10,000 addition by Architect R. L. Young. Elkhart—To improve Weston School; cost \$17,000; also to erect new school on Middlebury and Prairie Streets. Huntington—Plans prepared by Architect A. D. Mohler for school. Vincennes—Two-story \$25,000 school to be erected; Architect Thomas Campbell, Fowler—Architect J. Albert Boonstra, Lafayette, has prepared plans for 2-story parochial school. East Indianapolis—Architect Clarence Martindale has prepared plans for 2-story school. Muncie—Plans of Architects Grindle & Keeler accepted for \$40,000 school. East Chicago—Plans preparing for 2-story, 12-room school by Architect J. T. Hutton, Hammond; cost \$30,000. Noblesville—Site selected at Tipton for erection of \$40,000 high school. North Salem—Eel River Township has accepted plans for a \$12,000 high school; architect, Herbert L. Bass, Indianapolis. Westfield—\$20,000

school to be constructed. Lizton—Architects Herbert L. Bass & Co., Indianapolis, have plans completed for 2-story school; cost \$12,000. North Salem—Plans have been prepared by Architects Herbert L. Bass & Co., Indianapolis, for a \$15,000 high school. Rising Sun—Dillsboro School District to erect \$4,000 school.

INDIAN TERRITORY.

Tulsa—Architects J. H. Felt & Co., Kansas City, Mo., are planning a 2-story \$35,000 school. Muskogee—Will erect school. Coalgate—\$20,000 in bonds to be issued for school purposes.

IOWA.

Fairfax—To issue \$25,000 in bonds for erection of school. Des Moines—To erect school in Oak Park School District. Logan—Voted to issue \$30,000 in bonds for erection of school. Clinton—School to be erected; John Ladehoff, architect. Marble Rock—To erect \$15,000 school. Cresco—Bonds to be issued for erection of high school. Clarinda—Work on school commenced. Kalo—\$6,000 appropriated for erection of a union school. North Des Moines—\$30,000 appropriated for erection of school on Sixteenth and Jefferson Streets. Cedar Rapids—Plans prepared for addition to high school. Creston—\$25,000 school to be erected. Dubuque—Union school to be erected in Richland Township, Story County; cost \$4,000. Nashua—To erect Carnegie library; cost \$5,000. Jefferson—Will erect \$20,000 school. Moline—School to be erected.

KENTUCKY.

Covington—Plans preparing for \$80,000 school by Architects Schofield & Walker. Owensboro—Architects Breedlove & Kimberlin have plans for an addition to Seventh Street School.

LOUISIANA.

Arcadia—To erect \$22,000 high school. New Orleans—Plans to be prepared for erection of school to replace Lofon School. Columbia—Architect R. H. Hunt, Chattanooga, Tenn., has been selected to prepare plans for erection of \$30,000 school. Rayville—Plans for school by Architects Weathers & Co., Vicksburg, Miss. Cheneyville—Will erect school; cost \$20,000.

MAINE.

Fairfield—\$14,000 school to be erected.

MARYLAND.

Baltimore—To extend public school No. 10.

MASSACHUSETTS.

New Bedford—Addition to Textile School planned by Nat. C. Smith, architect; cost \$20,000. Ashburnham—To erect Dolly Whitney Adams School at a cost of \$20,000.

MICHIGAN.

Ann Arbor—Malcolmson & Higginbotham, Detroit, have been appointed to plan the rebuilding of the high school. Grand Rapids—Addition to be erected to Diamond Street School; cost \$13,000. Alpena—Architect Liebold is completing plans for school. Grand Rapids—Plans prepared by Architect John Davenport for erection of parochial school on Coade Avenue. Wyandotte—Selected Edw. C. Van Leyen, architect, Detroit, to prepare plans for \$50,000 school. Lansing—Architect D. B. Moon has plans for 2-story school for German Lutheran Society. Isadore—Plans prepared for 2-story parochial school by Architect F. E. Moore, Traverse City. Pontiac—To issue \$25,000 in bonds for erection of school. Alma—Primary school to be erected; cost \$20,000. Clinton—\$15,000 school to be erected. Muskegon—Additions to be built to Henry Street School; cost \$12,000; to Central High School; cost \$7,000; to Union High School; cost \$15,000.

MINNESOTA.

Fosston—School to be erected. St. Paul—To erect addition to Whittier and Hancock Schools; cost \$15,000. Rushford—Architect F. W. Kinney is preparing plans for erection of high school to cost \$35,000. Superior—To erect school. St. Paul—Architect James A. McLeod selected to prepare plans for Seventh Ward School.

MISSISSIPPI.

Columbia—Plans of Architect R. H. Hunt, Chattanooga, Tenn., accepted for erection of \$20,000 school.

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MISSOURI.

St. Louis—To erect 4-story school for the Jewish Educational Association according to plans of Architect William Levy; cost \$30,000. Architect Louis Wessbecher has plans for 4-story school; cost \$40,000. Edina—Voted to issue \$17,000 in bonds for erection of school. Kansas City—Planned addition to Lowell and Prescott Schools. Jefferson City—Normal school to be erected in Northwest Missouri.

MONTANA.

Dillon—Have decided to issue \$16,000 in bonds for school buildings; plans by Architect J. H. Kent, Helena. Bozeman—Another school to be erected in District No. 6.

NEBRASKA.

Winside—Architect Jas. C. Stitt, Norfolk, is preparing plans for school to cost \$8,000. Minatare—Will erect school. Papillion—School in District No. 16 which was destroyed by fire to be rebuilt.

NEW JERSEY.

Newark—Plans preparing for erection of 3-story school by Architects Hurd & Sutton; cost \$105,000. Hammonton—To prepare plans for 2-story school. Kearney—Plans for the addition to Schools Nos. 4 and 5 have been adopted.

NEW HAMPSHIRE.

Manchester—Voted to erect school on Lowell Street; cost \$45,000. Berlin—\$30,000 high school and \$10,000 grammar school to be erected.

NEW MEXICO.

Las Cruces—Plans accepted for erection of school.

NEW YORK.

New York—To erect school on 252 W. Thirty-fifth Street, according to plans of Architect John H. Knabel; cost \$15,000. Syracuse—To erect 4-room addition to Andrew Jackson School; cost \$15,000. Luzerne—Plans for \$18,000 school have been completed by Architect R. Newton Brezee, Saratoga Springs. Salem—\$11,000 in bonds issued for school purposes. Spencer—School to be erected according to plans of Architects Pierce & Bickford, Elmira. Onondaga Valley—To build 4-room addition to the academy. Canton—Plans are being prepared by Architect Addison F. Lansing, Watertown, for erection of 2-story school. Newfane—Adopted plans for erection of school. Brooklyn—Two-story \$10,000 addition to be erected to parochial school; architect, F. J. Berlenbach. Albany—Sketches and plans for 2-story \$38,000 school have been prepared.

NORTH DAKOTA.

Bismarck—Plans being prepared for \$50,000 school to be erected for the Indian service. Havana—Plans preparing for \$10,000 school; architect, D. C. Washburn, Aberdeen, S. D.

OHIO.

Cleveland—Architect F. S. Barnum has planned addition to Todd Street School. Columbus—Architects D. Riebel & Sons have plans for 3-story 8-room parochial school; cost \$25,000. Larue—Will erect school in District No. 5. Cleveland—Addition to be erected to Barkwill School; architect, F. S. Barnum. Cincinnati—Architect Ed. H. Dornette is preparing plans for the Fairmount School. Youngstown—To erect 2-story 12-room school according to plans of Architect W. P. Gluther, Akron; cost \$75,000. Niles—Plans of Architect E. R. Thompson, Youngstown, have been accepted.

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East Liverpool—High school to be erected in Klondike District to cost \$50,000. Newark—Plans by Architect W. T. Mills, Columbus, have been completed for erection of school. Fowler—To erect school. Cleveland Heights (Fairmount, P. O.)—Architect Geo. F. Hammond prepared plans for 2-story 6-room addition to school. Iron-ton—Plans preparing for 3-story \$10,000 school; architect, T. S. Murray. St. Johns—Have decided to issue \$3,000 in bonds for erection of school. Avondale—Architects Werner & Adkins are preparing plans for erection of University School on Main Avenue and Mann Place. Barnesville—Two schools will be erected. Adams Mills—To issue \$10,000 in bonds for erection of school. Rollersville—To have \$6,000 school. Carey—Primary school to be erected. Minster—Have retained Architects Hart, Marlott & Alen to prepare plans for \$20,000 high school. Toledo—Sketches for \$20,000 addition to Hoag School have been prepared. Norwich—Township high school to be built; cost \$11,000.

PENNSYLVANIA.

York—Site selected for erection of \$30,000 school. Philadelphia—Plans by Architect E. F. Durang for erection of 2-story parochial school. Palmyra—Plans prepared for 2-story \$18,000 school; architect, Harvey T. Hauer. Lebanon. Philadelphia—Architect Horace Trumbauer is preparing plans for training school for the University of Pennsylvania; cost \$60,000. Monaca—Architects Mueller & East are preparing plans for \$30,000 school. Youngsville—Plans for high school to be known as the White Memorial School to be prepared by Architect W. G. Eckles, Newcastle. West Liberty—Plans preparing for 3-story school by Architect Louis O. Brosie, Pittsburg; cost \$10,000. Stonycreek Mills—School to be erected in Alsace Township according to plans of Architect Wm. A. Fink, Reading. Red Lion—Architect B. F. Willis, York, has completed plans for erection of 12-room school. Pottsville—\$10,000 school to be erected in Porter Township. Kittanning—High school to cost \$25,000 will be erected. Mt. Oliver—Plans for addition to St. Joseph's Roman Catholic School by Architects Ernst & Hanselman; cost \$80,000. Pittsburg—Architect C. M. Bartberger has plans for 10-room school in the Nineteenth Ward; cost \$75,000. Uniontown—Plans by Architect A. P. Cooper for erection of 4-story high school at Lelsenring No. 1. Also Architects Jamison & Harman have plans for a school in Dunbar Township. Wilkesbarre—Architect Owen McGlynn has plans for remodeling the Courtright Avenue School. Coraopolis—Plans for an 8-room \$25,000 school by Architects Robinson & Winkler, Pittsburg.

SOUTH CAROLINA.

Columbia—Edwards & Walter, architects, have plans

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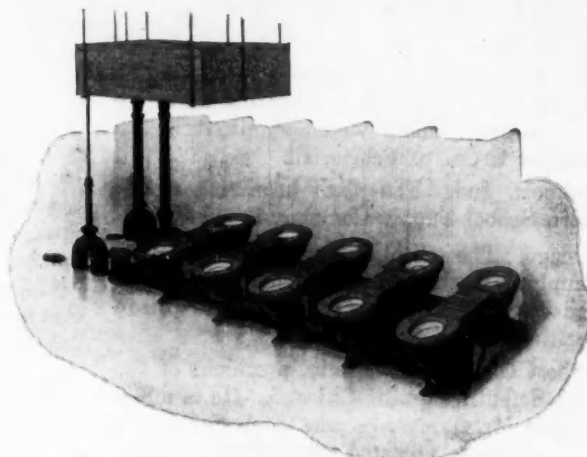
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SOUTH DAKOTA.

Castle wood—Plans preparing for \$12,000 school.

TEXAS.

Houston—Plans prepared by Architect L. S. Green have been adopted for 2-story \$20,000 school. Sulphur Springs—Plans by Architect C. H. Page, Jr., Austin, Tex., for erection of 2-story school. Willspoint—School to be erected; cost \$15,000; architects, Schott & McKnight. Breckenridge—To erect 4,000 school. Port Arthur—Plans of Architects Fred C. Wagner & Co., Denver, Colo., have been accepted for erection of \$75,000 high school. El Paso—Voted to issue \$50,000 in bonds for school; also to construct addition to high school for manual training. St. Augustine—\$13,000 school to be erected.

UTAH.

Panquitch—Are preparing plans for erection of school.

VIRGINIA.

Lynchburg—Site selected for erection of school in Rivermont. Richmond—Competitive plans wanted for erection of high school. C. P. Walford, clerk.

WASHINGTON.

North Yakima—Competitive plans of Architect Newton C. Gauntt, Winchester, have been accepted for erection of 8-room \$20,000 school. Walla Walla—Have decided to erect \$50,000 school. Seattle—Architect Jas. Stephens to prepare plans for erection of school on Fourth Avenue; cost \$25,000. Auburn—\$15,000 school will be erected.

WEST VIRGINIA.

McMechen—Architect C. D. McCarthy, Wheeling, has plans for \$30,000 school. Fairmont—Three-story \$25,000 school planned by Architect A. C. Lyons—Buchanan—Will erect school.

WISCONSIN.

Milwaukee—Architects Buemling & Dick have completed plans for an 18-room \$65,000 school. Madison—

Plans prepared for addition to Hawthorne School (Northeast District); architect, J. O. Gordon. Also the Irvine School (Sixth Ward) has been completed. Milwaukee—\$240,000 has been appropriated for erection of state normal school. Also Architect Albert C. Selms has prepared plans for an addition to school on Hanover and Mitchell Streets; cost \$20,000. Dodgeville—Decided to erect \$25,000 school.

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By a Special Committee of the New England History Teachers' Association. For Teachers. Cloth, 375 pp. Price, \$1.20 net. Reprinted in pamphlet form, for pupils' use: Outline of Ancient History, Outline of Mediaeval and Modern European History, Outline of English History, and Outline of American History. Price, 15 cents each. D. C. Heath & Company, Boston, New York, Chicago.

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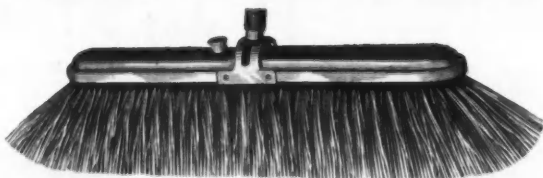
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SUPPLIES AND EQUIPMENT.

Detroit, Mich. The board will equip the schools with smoke consumers.

Buffalo, N. Y. Plans for heating and ventilating a new school were submitted by H. Sandmeyer & Co., of Peoria, Ill.

Rockport, Ind. The plant belonging to the Western School Supply Company is for sale.

Chicago. The school authorities have decided to comply with the law which compels them to purchase school supplies from the state prison authorities.

Herbert C. Arms is the vice-president of the Central Scientific Co. of Chicago. He is a son of the late Mr. Arms, who was interested in the old firm of W. A. Olmsted Co. and who lost his life in the fire in which all the members of the company and a number of the employees lost their lives.

BOOK ON BLACKBOARDS.

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TEXT-BOOK NEWS.

Virginia. The State Board added the following books to the high school list: Williams & Rogers' Bookkeeping, Morris' Commercial Arithmetic, Lewis' Elementary Latin Dictionary.

Missouri. A county uniformity text-book law has just been adopted.

Dr. John T. McManis, of the Western Michigan Normal school, has for some time been making a collection of old school text-books.

Chicago. The Principals' Association voted that an optional right slant of not more than 22½ degrees be adopted in place of vertical writing.

Miss Lizzie E. Wooster, who was at one time connected with Crane & Co., Topeka, Kan., is now located at Chicago and serving as manager of Wooster & Co., educational publishers.

D. C. Heath & Co. have issued a new catalogue, bound in leatherette, containing the titles of all their foreign publications, together with portraits of the authors.

Milwaukee. Altmaier's Commercial Correspondence and Postal Information adopted for use in Commercial Department of high schools.

Geography is rightfully assuming in our school work a very prominent place, and we are glad to notice the efforts being made to still further urge its value in a practical education. The Scarborough Company of Boston are showing especial progress in this direction and have recently added a most beautiful and accurate series of maps (The Peerless Series) to the list of maps already on the market. It may safely be claimed that no other firm has a more complete list of geographical supplies from which to select. Send for their catalogue.

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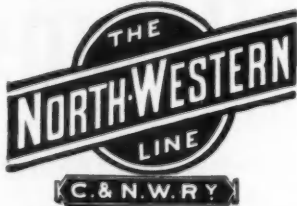
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